DOCUMENT RESUME

ED 222 679 CE 034 051

TITLE	Adult Education Resource Center. Final Report.
INSTITUTION	Portage Township Schools, Ind.
SPONS AGENCY	Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.
PUB DATE	30 Jun 82
NOTE	91p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Adult Education; Adult Educators; Curriculum Study Centers; Educational Research; *Education Service Centers; *Information Dissemination; Information Networks; *Inservice Teacher Education; Institutional Cooperation; Networks; Postsecondary Education; *Regional Programs; *Resource Centers; Shared Services; Staff Development; Teacher Centers; Vocational Education
IDENTIFIERS	310 Project; Indiana (Portage)

ABSTRACT

The Portage (Indiana) Adult Education Resource Center was created to serve the needs of adult education staff in the northern third of Indiana. Four assumptions underlie the creation of the center and its expansion of services in fiscal year 1982. These assumptions were: (1) learning activities for staff members should be of sufficient duration to provide real learning experiences; (2) training activities should be designed within the organizational and philosophical realities of adult education programs; (3) activities should encourage person-to-person contact across geographic lines; and (4) a regional basis is the most effective means of providing staff development activities to the largest population of adult education personnel. The Resource Center met these goals by disseminating information on special projects and other reports and techniques, offered workshops and other training sessions, served a networking purpose, encouraged programming relevant to teacher concerns, developed publications such as newsletters, and established a teacher committee to ensure relevance of the center's activities. Evaluation of the center showed positive impact of the center on its target population. (KC)

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FINAL REPORT OF

ADULT EDUCATION RESOURCE CENTER

PROJECT NUMBER FY-82-8070-T

A special demonstration/teacher training project funded by a grant from the Indiana Department of Public Instruction, Division of Adult and Community Education under Section 310 of the Adult Education Act, P. L. 91-230, as amended.

Portage Adult Education, Grantee

Sondra M. Cox, Project Director

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FINAL REPORT OF

ADULT EDUCATION RESOURCE CENTER

PROJECT NUMBER FY-82-8070-T

Sondra M. Cox, Project Director
Denisa M. Collins, Administrative Assistant
June 30, 1982

The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the postion or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

ABSTRACT

The Adult Education Resource Center program has one overarching goal. The desired end result of all Resource Center efforts is an ever increasing number of staff members who identify with the field of adult education, are concerned with adult education issues, are knowledgeable about adult education concepts and voluntarily continue to develop the special skills that are related to teaching adults; in short, all Resource Center activities are directed toward a growing level of professionalism among adult education staff members. Our specific purposes are to:

1) disseminate information on Special Projects and other professional material;
2) offer staff members a range of workshops and courses for skill improvement;
3) serve a networking function;
4) ensure programming that is relevant to the concerns of ABE/GED/ESL staff members.

The Resource Center Final Report describes how Resource Center methods, systems and activities during FY 82 resulted in the development and dissemination of locally inspired innovative materials and methods; and in a broader-based, more consistent awareness, familiarity with and use of Special Projects among ABE/GED/ESL staff members in Northern Indiana.

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I. INTRODUCTION

A. DEFINITIONS OF SOME KEY TERMS

Program planning terms are often ambiguous because they relate primarily to process. The following definitions are derived from the Resource Center concept as it was initially proposed in Northern Indiana, and are central to an understanding of its implementation.

ADULT EDUCATION — The definition of adult education underlying the Portage Adult Education Resource Center concept is one suggested by Cyril O. Houle.

> Adult education is the process by which men and women (alone, in groups, or in institutional settings) seek to improve themselves or their society by increasing their skill, knowledge, or sensitiveness; or it is any process by which individuals, groups, or institutions try to help mena and women improve in these ways.

Houle refines his definition by adding that

> The fundamental system of practice of the field, if it has one, must be discerned by probing beneath many different surface realitities to identify a basic unity of process. (Houle, p. 32)

In this instance, the definition is applied within the context of adult basic education (ABE), adult secondary education (ASE), and English-as-a-Second Language (ESL).

DISSEMINATION — A range of methods (i.e., mailings, conversations, consultations, previews, workshops, courses, seminars, distribution of material) used singly or in various combinations to make staff members aware

of, familiar with and able to use Special Project results and other professional information.

PROFESSIONALISM IN ADULT EDUCATION — Staff members who identify with the field of adult education, are concerned with adult education issues, are knowledgeable about adult education concepts, and voluntarily continue to develop the special skills that are related to teaching adults.

RESOURCE CENTER — A program of staff development for adult education personnel that includes workshops, courses, seminars, materials preview, a materials lending library, a newsletter, a clearinghouse function, and dissemination of Special Projects through all of the above.

STAFF DEVELOPMENT — Any project, product or activity that has been developed to improve staff performance in the field of adult education.

B. ASSUMPTIONS UNDERLYING THE RESOURCE CENTER CONCEPT

The Resource Center concept as developed by the Portage Adult Education Resource Center, rests on four assumptions.

1. In order to provide adult education personnel with useful learning experiences, activitites must be designed in such a way as to allow sufficient time for thorough coverage and mastery. Though one-day workshops on isolated topics are sufficient for informing staff members of the existence of a particular product or process, they provide no education or training beyond the very basic one of disseminating information. Sometimes information giving is all that is appropriate to a specific topic, but to be effective a staff development effort cannot be limited to such activities.

2. To be effective, training and/or educational activities must be designed within the context of the organizational and philosophic realities of adult education programs. For example, though all ABE teachers must be knowledgeable about methods for teaching 0 to 4th grade reading skills, a course in teaching methods for 0 to 4th grade is of no use to ABE personnel if it does not take intc account the nature of the adult student, the time constraints imposed by an open-ended learning center structure, or the necessity for a tutorial approach with adult non-readers. In order for such a course to be effective, the content must be adapted. This can only be done by thorough knowledge of how an ABE program operates, what problems the teachers and students face, and with staff members themselves directly involved in the planning. Some highly motivated teachers might take a standard university course in teaching theory or methods, extrapolate the appropriate ideas and convert them to suit their own needs, but very few have the inclination and none have the time to do it. Any learning process used with adult education personnel should be deliberately built around their special needs in the first place.

3. Part of the benefit derived from staff development activities is the on-going, person-to-person contact made across program and geographic lines. Regular participation in workshops and courses provides the opportunity for staff members who would otherwise have only a passing acquaintance, to get to know each other on a continuing basis. Since adult education personnel are usually somewhat segregated from the K-12 personnel in their own school system, such collegiality is an important factor in the development of their own sense of professionalism.

4. The most cost-efficient means of providing the largest number of adult education personnel with effective staff development is to provide it on a regional basis. As stated in the Portage Adult Education Resource Center proposal for FY 81:

> Geography is a key issue in a staff development program. No one program, especially the small ones, can afford to provide continuing staff development for its own staff... In the same vein, no one program can afford to send all its staff to even one activity outside its geographic area. On the other hand, there is little lasting benefit derived from attendance by one or another staff member at an isolated conference or workshop given elsewhere. Utilizing a cental coordinating agency for a larger geographic area (within an hour's driving time) allows for the maximum number of people to be involved continuously, thus forming the basis for an extended staff development effort.

C. THE PROBLEM

The primary problem addressed by the Adult Education Resource Center has two dimensions. On the one hand, there is a general and on-going need for staff development; i.e., new staff members must be oriented to the field of adult education, all staff members must become knowledgeable about the nature of the adult learner, teachers and paraprofessionals must be kept up-to-date on materials and methods appropriate for adult learners, and adult education practitioners should become aware of current research, concepts and issues in the field at large. On the other hand, and simultaneously, considerable money is expended each year to find new and better ways of of doing things in adult education programs. Projects are developed to meet needs, deal with problems and fill gaps in existing information. Many, if not all, of these (310 Special Projects) are potentially useful, but very often they don't get into the hands of those who would actually use them. And, even when teaching staff are given one or another of the products they need structured and unstructured time to analyze, explore, practice or otherwise assimilate them in order to implement them in their

own teaching situation. A secondary but related problem is the need for a communication network among geographically isolated adult education personnel. An explanation of the need for a specialized, regionally based staff development program in adult education is implicit in the assumptions specified above. What follows is documentation of the need for a communication network and a mechanism to disseminate Special Projects.

In July, 1980, several adult education directors and other interested people met, at the invitation of the Division of Adult and Community Education, to discuss their concerns about Special Projects funded by the Division. One concern identified was that of dissemination. The Minutes of that meeting state

> There was a strong realization of the need for a mechanism to communicate the results of completed Projects to local program personnel...
>
> and
>
> ...The actual installation of project results into routine practice in programs is the ultimate goal.

In addition to questions on 310 Special Projects, a survey* taken by the Resource Center also asked respondents to indicate how they felt about the Resource Center; in particular its networking function. Responses that referred specifically to the networking function were:

> The Resource Center serves as a 'lifeline' to information and materials we might not otherwise have access to. It also serves as a focal point for workshops, seminars and coordinator's meetings.
>
> The Resource Center is vitally important to the professionalism of the field for without it I would know little or nothing of events, trends and issues outside my own locale.
>
> The Resource Center is valuable as a network.

*In March, 1981, the Portage Adult Education Resource Center sent a survey to teachers and paraprofessionals in the Portage, Lake Ridge, Gary and Michigan City programs. For a copy of this survey form see Appendix A.

> I enjoy seeing and talking with other teaching assistants--it really helps eliminate my feeling so isolated and alone.
>
> When one needs to contact professionals in other adult education programs the Resource Center can be relied on to provide the information needed to make the contacts.
>
> It is helpful for... the dissemination of information which is vital to all centers. Without the Resource Center to keep me informed and to provide me with materials, I would feel that my rural centers are in Outer Mongolia without a communication link.
>
> Communication is very good--keep up the good work.
>
> As a teacher's assistant, the workshops have let me meet people in adult ed who had ideas I could apply...
>
> The Resource Center to me is the 'hub of the wheel' with regard to all the Portage Adult Learning Centers. Here we group together as a staff and here the action occurs in our program development. New materials, ordering materials, a phone call for the latest adult ed information is almost immediate in response.

Results of the survey seemed to indicate that most staff members were confused about the term 310 Special Projects, some remembered one or two specific projects they had encountered haphazardly, and only a few had attempted to implement any of them. In addition, comments about the networking function of the Resource Center showed a strong perceived need among adult education personnel for such a communications mechanism.

The problem then had several facets. In addition to the on-going need for staff development, there was an overall need to provide (in a cost efficient way) large numbers of geographically disparate staff members with routine dissemination of information on resources available from 310 Special Projects, training in their use, and an opportunity to meet and discuss professional concerns. Specifically there was a need to:

a) acquaint staff members with the titles and nature of resources available to them from 310 Projects that had been developed over the years, both in Indiana and elsewhere;

b) develop training and/or educational programs that would enable teaching staff to master specific products and adapt them to their own learning center requirements;

c) promote, train for and follow-up on adoption of selected projects in learning centers;

d) continue alleviation of teacher/teaching assistant isolation.

When the Resource Center was first proposed in 1977 the intent was to meet the generalized need for staff development and networking. By 1980 it became evident that the Resource Center concept (i.e., assumptions, goals, objectives, activities and procedures carried on within the Resource Center definition of staff development) was also a particularly suitable mechanism for disseminating Special Projects.

D. GOALS AND OBJECTIVES

Goals

Generally speaking, the Resource Center program has one overarching goal and four strategies for achieving it. The desired end result of all Resource Center efforts is an ever increasing number of staff members who identify with the field of adult education, are concerned with adult education issues, are knowledgeable about adult education concepts and voluntarily continue to develop the special skills that are related to teaching adults; in short, the desired end result is a high level of professionalism among adult education staff members. Strategies are:

1) to disseminate information on Special Projects and other professional reports, techniques, studies, materials;

2) to offer staff members a range of activities, including workshops, and courses, that will aid them in developing their skills;

3) to serve a networking function by

   a) providing opportunities for staff members to exchange information, knowledge, trends, concerns, gossip and special tricks-of-the-trade;

   b) putting people in touch with one another for specific purposes;

   c) acting as a clearinghouse for promising methods, good new materials, and useful information;

4) to ensure programming that is relevant to teacher concerns by the on-going involvement of a Teacher Committee in the planning, delivery, monitoring and evaluation of Resource Center activities.

In FY 82 activities supporting the four strategies were:

1) development of the Teacher Committee;

2) collection and cataloging of Special Projects and other materials;

3) preview and loan of Special Projects and other materials to staff members by mail, on-site workshops or office consultations;

4) consultation on Special Projects and special problems;

5) publication of a newsletter;

6) development and publication of a catalog of Resource Center services including:

   a) one 30-hour course on Teacher Effectiveness Training;

   b) one 15-hour course entitled "Issues and Answers in Adult Education;"

   c) one 15-hour course entitled "Math Track;"

   d) a cooperative arrrangement with the PACES Project to present a full-day workshop on vocationally-oriented material;

e) three single morning workshops on ESL, APL and Games respectively;

7) delivery of scheduled courses and workshops;

8) delivery of requested on-site workshops.

Details of each program and service offered are provided in the catalog attached as Appendix B.

Objectives

The Resource Center target population was perceived as having three levels of intensity. Measurable objectives are, therefore, tailored to the degree and kind of contact specified for each of the three groups. A detailed explanation of the perceived target population is given on pages 11 - 15 below. Objectives are as follows:

OBJECTIVE 1: A range of Special Projects will be made available to staff members and external agency personnel in Groups 1, 2 and 3 of the target population.

OBJECTIVE 2: The majority of staff members in groups 1 and 2 of the target population will increase their knowledge of the purpose and administration of Special Projects.

OBJECTIVE 3: The majority of staff members in groups 1 and 2 of the target population will be able to describe at least two Special Projects.

OBJECTIVE 4: At least one Special Project will be adopted by the majority of program sites in groups 1 and 2 of the target population.

OBJECTIVE 5: Individual staff members in groups 1 and 2 of the target population will master the use of at least one Special Project.

OBJECTIVE 6: Staff members and external agency personnel in group 3 of the target population will demonstrate interest in Special Projects.

OBJECTIVE 7: Suitability of Special Projects for adoption in learning centers will be assessed.

OBJECTIVE 8: Information on professional concerns, issues, and activities in adult education at the local, state and national levels will be disseminated to groups 1, 2 and 3 of the target population.

OBJECTIVE 9: LVA coordinators will resolve problems and share information.

OBJECTIVE 10: Staff members will use the services of the Resource Center coordinator for help with Special Projects or special problems.

OBJECTIVE 11: On-going progress of Resource Center procedures will be monitored.

OBJECTIVE 12: Impact of workshops and courses will be assessed.

II. DESIGN

A. TARGET POPULATION

The Resource Center target population is comprised of adult education staff in the northern third of Indiana. In terms of substance (i.e., program content) staff members have always represented a wide-range of skills, needs and experience in all facets of adult education work (ABE, GED, ESL, APL); and the Resource Center program has always attempted to provide something for everybody. We have been able not only to offer a structured program of workshops and courses, but have developed a flexible system that allows us to respond to some expressed or apparent need as they occur. Geographically, however, there have been changes in terms of both area covered and kind of staff involvement in Resource Center activities.

When the FY 82 proposal was written in March of 1981, Resource Center activities were limited to six ABE programs in Northwest Indiana whose combined staffs comprised a total of 136 staff members. In addition, there had always been some people from outside our specified target population who used Resource Center services; e.g., Westville Correctional Facility, Indiana State Prison in Michigan City, Area A Occupational Development Center, Gary Manpower, Hammond CETA, Portage Township Schools, Purdue North Central and Purdue/Calumet. The FY 82 proposal formalized an expanded Resource Center service area to include the northern third of the state as shown in Figure 1. Programs in this service area comprised a total of 212 staff members as shown in Table 1. (This figure does not include adult secondary teachers and directors who were not part of the target population in FY 82.) The expanded service area was viewed as having three levels of intensity: 1) a core

REGIONAL MAP

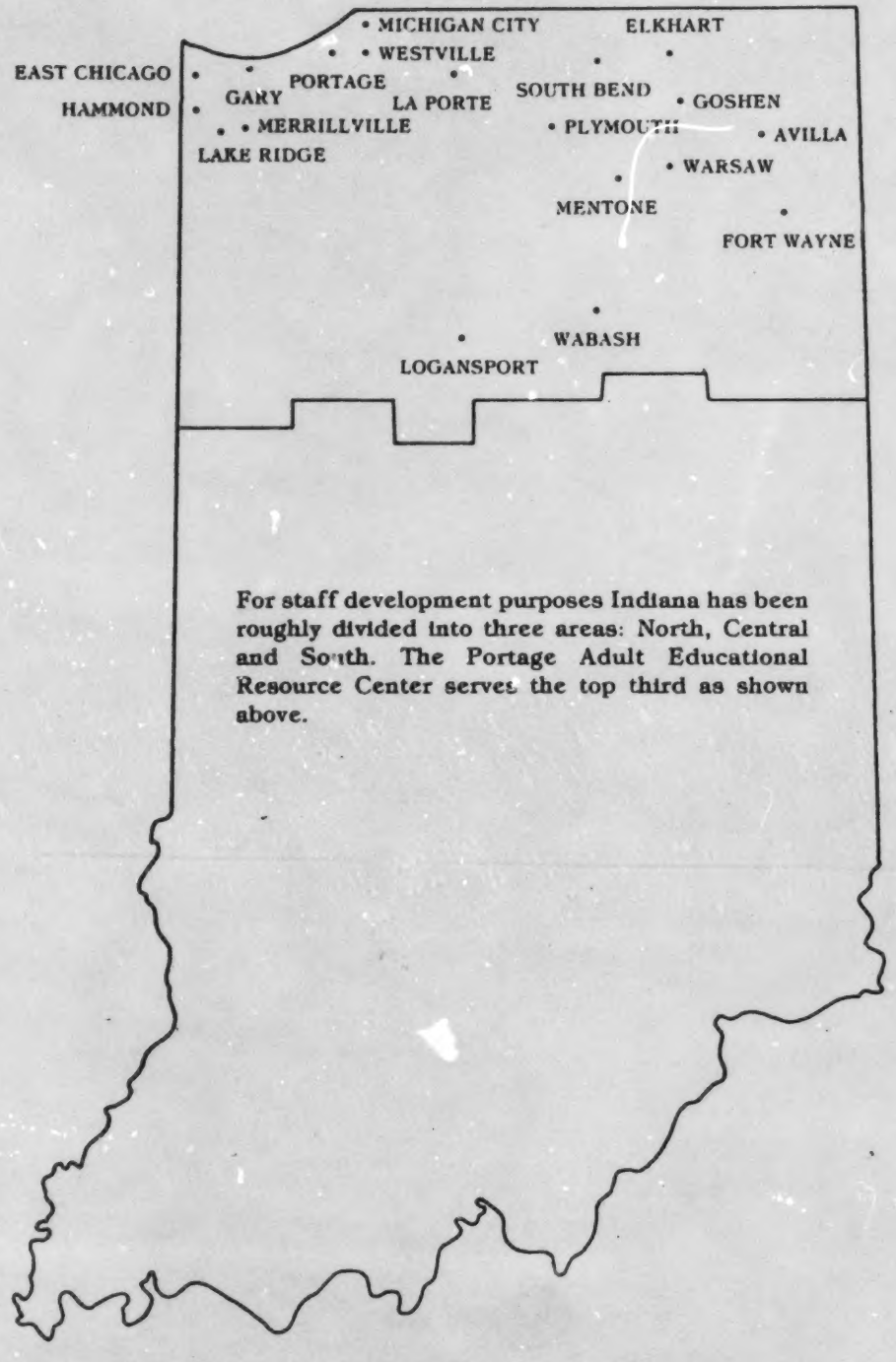


FIGURE 1: ADULT EDUCATION RESOURCE CENTER SERVICE AREA, FY 82

TABLE 1

NUMBER AND TYPE OF STAFF IN RESOURCE CENTER
FY 82 TARGET POPULATION, BY PROGRAM

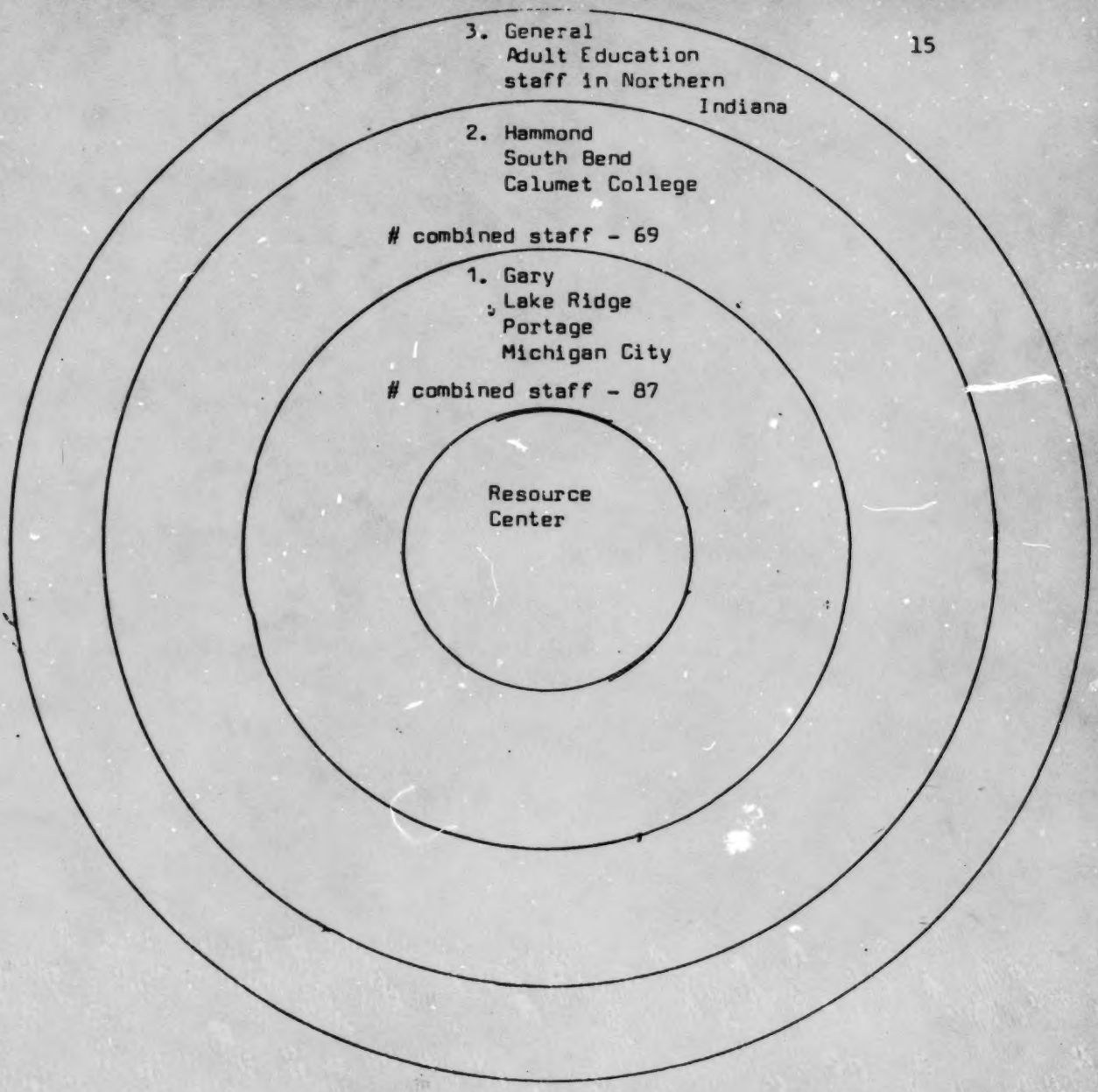
Program	Number of Teachers	Number of Paraprofessionals	Other	TOTAL
Avilla	6	4	1 Director 1 Recruiter	12
East Chicago (Calumet College)	8	2	1 Director	11
Elkhart	3		1 Director	4
Fort Wayne	22	2	1 Director 1 Secretary	26
Gary	22	3	1 Director 2 Counselors	28
Goshen	Adult Secondary Staff Only			
Hammond	8		1 Director 1 Secretary	10
Lake Ridge	3	7	1 Director	11
LaPort	Adult Secondary Staff Only			
Logansport	7	4	1 Special Project Director 1 Director	13
Merrillville	Adult Secondary Staff Only			
Michigan City	3	1	1 Director 1 Community Rep. 1 Counselor	7
Plymouth	2	1		3
Portage	13	10	1 Director 1 Asst.Director	25
South Bend	23	1	1 Coordinator 1 Counselor 1 Supervisor	27
Warsaw (Community Schools)	2		1 Director	3
Warsaw (Youth Opp. Program)	3	1	1 Director	5
Westville Corrections	22		1 Vocational Director 1 Librarian 1 Secretary	25
Upper Wabash Vocational	1		1 Supervisor	2
TOTALS	148	36	28	212

group of four programs in Northwest Indiana closest to the Resource Center in terms of distance, from whom participation is routine, on-going and relatively consistent in numbers; 2) a second group of three programs in Northwest Indiana from whom participation was expected but in fewer numbers and less often; and 3) a wide circle of program personnel in Northern Indiana who were to receive all mailings and who could, if they chose, use any Resource Center service but from whom participation in workshops or courses would not be expected. Groups 1 and 2 were to be represented on the Resource Center Advisory Board. A model of the Resource Center target population for FY 82 is shown in Figure 2. During the course of the year, our perception of the target population changed; not geographically, but in terms of the three levels of intensity; i.e., the degree and kind of services envisioned for each level shifted. A fuller explanation of the changes is given in the Conclusions section below.

B. RESOURCE CENTER STRUCTURE

The Resource Center staff is composed of one full-time project director and one full-time secretary/administrative assistant. It is administered through Portage Adult Education, guided by an Advisory Board and, in FY 82, worked with a Teacher Planning Committee.

1) The Advisory Board. Initially the Advisory Board was composed of the six collaborating ABE/ASE directors in Northwest Indiana (Calumet College, Gary, Lake Ridge, Hammond, Michigan City and Portage) along with variable representation from cooperating universities and social service agencies. In FY 82 the director of the South Bend program was added. It is scheduled to meet four times a year. Its primary function is to monitor and support Resource Center activities. For a variety of reasons, the last



1. a) On-going participation in Resource Center activities by majority of staff members;
   b) consultation and mailing services;
   c) program representation on Advisory Board.

2. a) Selective participation in Resource Center activities by some staff members;
   b) consultation and mailing services;
   c) program representation on Advisory Board.

3. a) Occasional participation in Resource Center activities if desired by any staff member;
   b) consultation and mailing services upon request.

FIGURE 2: LEVELS OF INTENSITY IN RESOURCE CENTER TARGET POPULATION, FY 82

Board meeting in June had to be cancelled so that there were only three Board meetings during FY 82: September 24, 1981, December 10, 1981 and March, 1982. Minutes of those meetings are included as Appendix C. Advisory Board conclusions and recommendations appear in the Conclusions section below.

2) The Teacher Committee. The Committee, composed of four teachers, one assistant director, one paraprofessional and the Resource Center secretary, initially represented four programs: Gary, Lake Ridge, Michigan City and Portage. The Michigan City representative had to resign early in the year. (The FY 83 Committee will remain the same but no effort will be made to replace the Michigan City representative. Instead a teacher from Hammond will join the group.) It met almost weekly between September and January; then again in March. Like the Advisory Board, Teacher Committee conclusions and recommendations appear in the Conclusions section below.

C. ACTIVITIES SUPPORTING RESOURCE CENTER STRATEGIES

In Section I, D above (Goals and Objectives, page 7) the Resource Center's general goal, four strategies for achieving it and the activities developed in support of those strategies were specified. The activities were operationalized as follows:

1) Development of the Teacher Committee. Development and operation of the Teacher Committee was our major innovation in FY 82 and has also been perhaps the one most satisfying and productive Resource Center activity. It was innovative in that staff development planning has almost always been the province of directors, coordinators and/or outside consultants (or some combination of them). This is probably the first time in Indiana that a group composed almost exclusively of teachers sat down to plan out a large

scale program for themselves and other teachers. They organized, implemented, produced and evaluated. They themselves became involved not only in the planning but in the giving of many programs. And above all, they were a problem-solving group--a kind of braintrust. Whatever difficulty presented itself, the Committee could be relied on to find a solution. It was a hard-working group that enjoyed what it was doing. It's also probably safe to say that the Committee itself was a staff development activity for each individual involved. Some learned the intricacies of program planning; one had a first experience as a presenter; part of the Committee learned from the expertise of other parts of the Committee (e.g., how to publish a catalog); and all Committee members were more involved in topics presented in the sessions than they might have otherwise been.

2) Collection and Cataloging of Special Projects and Other Material. The Resource Center has collected and cataloged 32 of Indiana's Special Projects. In addition, we have gathered 19 projects produced in other states. Special Projects are cataloged as part of our permanent collection of materials. Abstracts of them alone, however, have been compiled into a separate catalog that will be mailed to all staff members in our service area. In addition to Special Projects, the Resource Center collection includes over a thousand listings covering all aspects and all levels of ABE/GED/ESL; i.e., diagnosis and prescription, language arts, mathematics, GED preparation, ESL, APL, survival skills, professional literature and subscriptions to the leading adult education journals and newsletters.

3) Preview and Loan of Special Projects and Other Material to Staff Members by Mail, On-Site Workshops or Office Consultation. Resource Center Logs show that 161 items were borrowed (by 43 people) during the year.

Nineteen Special Projects were involved. In addition to a lending system, the Resource Center has been the mechanism for demonstrating, discussing and distributing projects as follows.

Demonstrated and/or discussed in centralized workshops:

Adult Development and Counseling	Prior to FY 82
Basic and Applied Arithmetic for Adult Students	FY 78 and 2/27/82
Career Doors (part of PACES Workshop)	2/27/82
CUBE	FY 81 and 3/6/82
ESL Handbook	FY 81 and 3/13/82
Evaluation of Adult Basic Education in Indiana, Phase II: State Level Management Issues	3/12/82
Focus on Choice	FY 78 and 8/13/82
Learning for Everyday Living Curriculum Guide	FY 80, FY 81, 3/20/82
LVA Training and Materials	FY 80, FY 81
Math Diagnosis & Placement Kit	FY 80, 3/6/82
Media for Everyday Living	4/24/82
Model for Providing Vocational Counseling Services to ABE Students (part of PACES Workshop)	2/27/82
Model Recordkeeping Project	FY 80, FY 81, 9/82
PACES Workshop	2/27/82
Pre-Service Training for Teachers of ABE Andragogical Model	2/12/82
Project DECIDE	FY 80, FY 81, 3/20/82
Project Update	3/13/82
Vocabulary of Work	FY 80, FY 81, 2/13/82

In addition to centralized workshops, the Resource Center presented Special Projects at ten on-site workshops.

On-Site Workshops:

Lake Ridge, 12/2/81, director and 2 teachers present

Training in recordkeeping system

Warsaw, 2/17/82, director, 2 teachers and 1 aide present

Preview of general material and the following Special Projects.

Basic and Applied Arithmetic for Adult Students
CUBE
Evaluation of ABE in Indiana, Phase II: State Level Management Issues
Math Diagnosis & Placement Kit
Model Recordkeeping System
Unmet Needs of Low Academic Level Adult (0-4th Grade Level) Students: A Follow-Up
Evaluation and Dissemination of Instructional Modules for Consumer Arithmetic and Problem Solving: A Continuation (article published in Adult Literacy and Basic Education, Vol. 3, #4, Winter, 1980)
ESL Handbook

South Bend, 3/12/82, ABE Coordinator, CETA Supervisor, ODC Counselor, Migrant Counselor and 14 teachers present

Preview of general materials and the following Special Projects.

Evaluation of ABE in Indiana, Phase II: State Level Management Issues
Focus on Choice
Evaluation and Dissemination of Instructional Modules for Consumer Arithmetic and Problem Solving: A Continuation (article published in Adult Literacy and Basic Education, Vol. 3, #4, Winter, 1980)
Math Diagnosis & Placement Kit

Hammond, 3/17/82, coordinator and 7 teachers present

Vocabulary of Work (part of Games Workshop)

Lake Ridge, 3/30/82, director and 2 teachers present

Training in recordkeeping system

Area B Occupational Development Center, 4/9/82, 1 ABE director and 6 Area B ODC staff members present

Focus on Choice

Plymouth, 4/14/82, 1 teacher/coordinator and 1 aide present

Recordkeeping System

Warsaw, 4/16/82, 1 director, 3 teachers and 2 aides present

Algebra Workshop

Lake Ridge, 4/27/82, director and 1 teacher present

Recordkeeping System

Michigan City, 4/28/82, director, community representative, 3 teachers, 1 counselor and 1 aide present

Vocabulary of Work (part of Games Workshop)

It should be mentioned that dissemination of Special Projects usually entails no more than demonstration, discussion or preview; at most a demonstration and practice session. In the case of four particular projects, however, the Resource Center has provided training rather than presentation.

Focus on Choice. This project was demonstrated to the Portage staff in FY 79 and has been repeatedly previewed or loaned out since its development. In FY 82, however, it has been used fully and extensively in a very successful program for ODC clients. The Resource Center was asked by Area A ODC to develop a pre-vocational, job-readiness curriculum for their clients, most of whom are learning center students as well. Using Focus on Choice as a base, a two-week, 60-hour program was designed. It received formal approval from the State Board of Vocational Education and has been given five times in Portage this year. The curriculum itself and an evaluation report are too long to be included as appendices here, but are available at the Resource Center.

Learning for Everyday Living: APL Curriculum Guide and Project DECIDE. In FY 82, these two APL related projects were simply the subject of a single morning demonstration. They were, however, given extended treatment in FY 80 and 81 when 30-hour courses were given in order to train teachers in the actual steps to be taken when adopting the APL system. Also the Gary Ex-

Offender Program has expressed an interest in this curriculum and has discussed with the Resource Center Coordinator the possibility of implementing it for their clients in FY 83.

Model Recordkeeping System. The entire system was adopted by the Portage program in FY 81. A Portage teacher (now one of the Teacher Committee) took on the responsibility of developing a Handbook, training other staff members (there were at least three training sessions) and continuous follow-up for monitoring purposes throughout the year. The system itself has proved so successful in Portage that the Resource Center has offered the same extended training to other programs. In FY 82 Lake Ridge expressed interest so we held three training sessions there. We have also discussed the possibility of providing similar training to Michigan City during the summer. We presented an overview of the system to Plymouth this spring and will offer them extended training in FY 83 if they would like to adopt it.

4) Consultation on Special Projects and Special Problems. Consultations (either by phone or in person) covered the following topics: resume preparation; adult education theory; proposal writing; learning center problems; paraprofessionals; program statistics; background information for adult education presentation; research conference; pre-vocational training; GED research; vocational Special Projects; student affairs; professional organization's newsletter; hearing impaired programs in learning centers; stress management session; site for Special Project workshop; arrangements for on-site workshops; Special Project dissemination and a literacy class for ex-offenders using APL.

5) Publication of a Newsletter. Our newsletter, The Informer, has been published for the past five years. It is intended to reach a wide audience of staff members (directors, teachers, paraprofessionals, state agency people,

continuing education people) and to provide information of interest to all of them at one time or another. It is perceived as our main means of alerting staff members to issues and concerns that are common to all adult educators across institutional lines. Unfortunately, though we were scheduled for four issues in FY 82, we were able to publish only one. This was a source of great concern to both the Resource Center staff and the Teacher Committee. Publication of the newsletter will become a priority in FY 83.

6) Development and Publication of a Catalog of Resource Center Services and 7) Delivery of Scheduled Courses and Workshops. The Teacher Committee met in the fall, the catalog went to the printer in November, was returned and mailed out in December, registration took place in December and January, and classes were held January 29 through March 20. An additional program, Media for Everyday Living, was later added to the schedule and given in April. Fifty-six individuals attended one or more of the programs described in the catalog.

8) Delivery of Requested On-Site Workshops. On-site workshops were initially viewed as a means of disseminating information on the purpose of Special Projects and how they are administered (as opposed to providing more substantive training in their use). There were to be two scheduled per year in each of the programs in Groups 1 and 2 of the target population. Ten on-site workshops were actually given but they were only sometimes a means of information dissemination; sometimes, as in the case of recordkeeping at Lake Ridge, they were actually training programs. And they were not scheduled in each of the programs in Groups 1 and 2 but were, rather, given in response to requests that came from all three target population groups;

four in Group 1 (Lake Ridge (3) and Michigan City (1)), two in Group 2 (Hammond and South Bend), and four in Group 3 (Warsaw (2), Plymouth (1) and Area B ODC (1)). Details of the on-site workshops were given in Section II, C, pages 19 and 20 above.

D. TIMELINE

The Resource Center programming was based on a cyclical system calling for summer and fall planning, with winter presentation and spring evaluation leading into the next year's summer and fall planning. Most activities specified for FY 82 were accomplished according to schedule (and we were particularly proud of getting our catalog to the printer exactly as targeted). The Teacher Committee worked through late summer and fall, courses and workshops were given in the winter, and the Advisory Board and Teacher Committee both met in the spring to assess the year's activity. The amount of time it took to do these things and the ordering of activities seems to have been estimated correctly. Nevertheless, a major timeline revision related to presentation of programs is suggested for future planning and will be explained more fully in Section IV (Conclusions) below.

III. RESULTS

The year's results must be categorized in three ways: 1) those related to program implementation; 2) those related to program impact; and 3) those related to the Projects themselves.

1) Program Implementation. In this area, it is difficult to distinguish between results, activities and conclusions. Many program results are incorporated into descriptions of program activities in Section II, C above, and some are implicit in the conclusions given in Section IV below. Nevertheless, on the basis of Resource Center Logs*, we can summarize those results that are quantitative in nature as follows:

Materials

1. Total number of individuals borrowing Resource Center materials: 43
2. Number of individuals borrowing Special Projects : 19
3. Number of items borrowed : 161
4. Number of Special Projects borrowed or distributed : 29
5. Programs in Northern Indiana using Resource Center lending system : 15

ABE/GED/ESL Program	Other
Portage	DPI
Gary	St. Catherine's Hospital, Hammond
Westville	Portage Secondary
Michigan City	Purdue North Central
LAFEP	volunteer tutors
Hammond	Area A ODC
South Bend	
Warsaw	
Plymouth	

*Resource Center Logs were tallied for proposal writing purposes and figures therefore reflect only the period from July 1, 1981 through March 31, 1982.

Information

1. Number of individuals conferring on an activity/project or problem : 40

2. Number of programs represented : 23

ABE/GED/ESL Programs	Other
Portage	Area A ODC
Gary	Area B ODC
Westville Corrections	University of Wisconsin
Bloomington	Purdue
Tippecanoe Valley	Ball State
Logansport	Porter-Starke Services
South Bend	DPI
Warsaw	NISAD
Four County Vocational	Westchester Libraries
New Albany	YMCA
Indianapolis	Portage Secondary
	Gary Ex-Offender Program

3. Number of requests for general information or services : 364

4. Number of individuals requesting general information or services : 278

Program Attendance

1. Total number of individuals attending one or more sessions : 77

   Catalog and On-Site Presentations: 56
   On-Site Presentations Only : 21

2. Number of individuals attending more than one session : 38

3. Number of programs represented by session attendance : 17

Details of program attendance at sessions advertised in the Resource Center Catalog are given in Table 2. Table 3 represents attendance details for on-site presentations.

Table 2

NUMBER OF PARTICIPANTS ATTENDING RESOURCE CENTER STAFF DEVELOPMENT SESSIONS AND PROGRAMS REPRESENTED, BY RESOURCE CENTER CATALOG TITLES

Catalog Titles		Date	Number of Participants	Programs Represented
Math Track:	Session 1	1/30/82	6	Gary
	Session 2	2/20/82	7	Portage ABE
	Session 3	2/27/82	5	Portage ASE
	Session 4	3/6/82	7	Lake Ridge
				Westville Corrections
				South Bend
Issues & Answers:	Session 1	1/29/82	7	Portage ABE
	Session 2	2/12/82	9	Gary
	Session 3	2/19/82	10	South Bend
	Session 4	2/26/82	7	Lake Ridge
	Session 5	3/12/82	7	Hammond
Teacher Effec-tiveness Training:	Session 1	1/29/82	16	Portage ABE
	Session 2	2/5/82	16	Portage ASE
	Session 3	2/19/82	13	Michigan City
	Session 4	2/26/82	16	Catholic Charities
	Session 5	3/5/82	14	
ESL Update		3/13/82	6	Portage ABE
				Lake Ridge
				Gary
Games		2/13/82	4	Lake Ridge
				Portage ABE
				Catholic Charities
APL		3/20/82	4	Portage ABE
				Lake Ridge
				Evansville University
PACES		2/27/82	20	Portage ABE
				South Bend
				Logansport
				Tippecanoe Valley
				Warsaw
				Wabash
				Area A ODC
				Lake Ridge
				Hammond
Media for Everyday Living		4/24/82	7	Lake Ridge
				Portage ABE

Table 3

NUMBER OF PARTICIPANTS AT ON-SITE PRESENTATION, BY DATE

Date	Presentation Site	Number Present	Number of Staff
12/2/81	Lake Ridge	3	10
2/17/82	Warsaw	4	6
3/12/82	South Bend	18	28
3/17/82	Hammond	8	10
3/30/82	Lake Ridge	3	10
4/9/82	Area B ODC	7	-
4/14/82	Plymouth	2	3
4/16/82	Warsaw	6	
4/27/82	Lake Ridge	2	10
4/28/82	Michigan City	7	7

2) Program Impact. Some program objectives related to implementation (as discussed above) and some to impact. The primary Resource Center mandate for FY 82 was dissemination of Special Projects. Objectives, particularly those related to impact, were articulated in that context. In order to obtain some idea of impact a survey form (see Appendix D) was developed. It was designed to measure staff awareness of Special Projects, their familiarity with (i.e., ability to use) specific projects and their actual use in a learning center setting. It was, however, measure of impact only in terms of participant perceptions. No attempt has yet been made to validate participant responses although objectives are written in those terms. For example, the survey asks participants to indicate which projects they knew about. In that case their perceptions are, of course, accurate. In terms of familiarity, however, (i.e., ability to use, or mastery) the survey only reports their own perception. And in terms of use we have not yet made any effort to determine whether or not projects are actually being used on-site although follow-up activities to determine both mastery and use are being designed now for possible implementation in the fall of 1982. The survey was sent to staff members in the service area in the fall of 1981 and again in the spring of 1982. What follows are survey results in table form as they related to impact objectives*.

*These objectives were originally stated in terms of the three target population groups. References to specific groups have been deleted here because distinctions between the groups shifted during the year.

OBJECTIVE: The majority of staff members in the target population will increase their knowledge of the purpose and administration of 310 Projects.

Table 4

INCREASE IN TARGET POPULATION AWARENESS OF SPECIAL PROJECTS

Project	Number Indicating Awareness Fall '81	Spring '82
Adapting a Vocational Interest Test (in Audio-Visual Format) For Hispanic Use (FY 81)	3	17
Apply Now: Lessons in Pre-Vocational ESL (FY 81)	9	20
Basic and Applied Arithmetic for Adult Students FY 78)	15	25
Career Doors (FY 81)	8	37
Counseling and Motivating Adult Learners (FY 77)	10	15
CUBE (Curriculum Continuity and Unity in Basic Education) (FY 81)	22	43
English as a Second Language: A Handbook for Teachers of ABE (FY 81)	38	48
An Evaluation of Adult Basic Education in Indiana Phase II: State Level Management Issues (FY 81)	11	19
Focus on Choice (FY 78)	26	44
Learning for Everyday Living: APL Curriculum Guide (FY 78)	39	54
LIT-TV Teacher Training Films (FY 77)	16	18
Math Diagnosis & Placement Kit (FY 80)	18	31
A Model for Providing Vocational Counseling Services to Adult Basic Education Students (FY 81)	6	24
A Model for Increased Recruitment and Improved Retention of Adults with Minimal Skills (FY 80)	7	19

Table 4 Continued

Project	Number Indicating Awareness Fall '81	Spring '82
Outline of the Field Test of the Model ABE Record Keeping System (FY 80)	12	25
Pre-Service Training for Teachers of Adult Basic Education Andragogical Model (FY 81)	5	13
Pre-Service Training Program for Teacher Assistants (FY 80)	4	12
Project DECIDE (FY 80)	26	35
Project Update (FY 82)	7	35
PACES (Promoting Adult Career Education On-Site (FY 82)	13	37
A Reading Program for Adult Basic Education Level I Students (FY 79)	29	36
Survival Guide (FY 76)	20	30
Unmet Needs of Low Academic Adults (0-4th Grade Level) Students: A Follow-Up (FY 81)	11	20
Vocabulary of Work (FY 80)	15	30
VOICE (Vocational Orientation for Individual Counseling Evaluation) (FY 81)	6	15

OBJECTIVE: Individual staff members of the target population will master the use of at least one Special Project.

Table 5

INCREASE IN TARGET POPULATION FAMILIARITY WITH OR MASTERY OF SPECIAL PROJECTS

Project	Number Indicating Familiarity/Mastery Fall '81	Spring '82
Adapting A Vocational Interest Test (in Audio-Visual Format) for Hispanic Use (FY 81)	1	3
Apply Now: Lessons in Pre-Vocational ESL (FY 81)	9	20
Basic and Applied Arithmetic for Adult Students (FY 78)	12	15
Career Doors (FY 81)	4	29
Counseling and Motivating Adult Learners (FY 77)	4	5
CUBE (Curriculum Continuity and Unity in Basic Education (FY 81)	13	31
English as a Second Language: A Handbook for Teachers of ABE (FY 81)	30	40
An Evaluation of Adult Basic Education in Indiana, Phase II: State Level Management Issues (FY 81)	6	10
Focus on Choice (FY 78)	17	38
Learning for Everyday Living: APL Curriculum Guide (FY 78)	31	45
LIT-TV Teacher Training Films (FY 77)	8	14
Math Diagnosis & Placement Kit (FY 80)	21	23
A Model for Providing Vocational Counseling Services to Adult Basic Education Students (FY 81)	3	13
A Model for Increased Recruitment and Improved Retention of Adult With Minimal Skills (FY 80)	3	14

Table 5 continued

Project	Number Indicating Familiarity/Mastery Fall '81	Spring '82
Outline of the Field Test of the Model ABE Record Keeping System (FY 80)	8	20
Pre-Service Training for Teacher of Adult Basic Education Andragogical Model (FY 81)	5	5
Pre-Service Training Program for Teacher Assistants (FY 80)	3	2
Project DECIDE (FY 80)	19	27
Project Update (FY 82)	4	13
PACES (Promoting Adult Career Education On-Site (FY 82)	3	20
A Reading Program for Ault Basic Education Level I Students (FY 79)	15	22
Survival Guide (FY 76)	14	20
Unmet Needs of Low Academic Adults (0-4th Grade Level) Students: A Follow-Up (FY 81)	6	19
Vocabulary of Work (FY 80)	10	27
VOICE (Vocational Orientation for Individual Counseling Evaluation) (FY 81)	3	7

OBJECTIVE: At least one Special Project will be adopted by the majority of the program sites in the target population.

Table 6

INCREASE IN TARGET POPULATION USE OF SPECIAL PROJECTS

Project	Number Indicating Use Fall '81	Spring '82
Adapting a Vocational Interest Test (in Audio-Visual Format) for Hispanic Use (FY 81)	0	0
Apply Now: Lessons in Pre-Vocational ESL (FY 81	2	1
Basic and Applied Arithmetic for Adult Students (FY 78)	3	8
Career Doors (FY 81)	1	13
Counseling and Motivating Adult Learners (FY 77)	1	1
CUBE (Curriculum Continuity and Unity in Basic Education) (FY 81)	4	10
English as a Second Language: A Handbook for Teachers of ABE (FY 81)	21	31
An Evaluation of Adult Basic Education in Indiana, Phase II: State Level Management Issues (FY 81)	1	5
Focus on Choice (FY 78)	8	23
Learning for Everyday Living: APL Curriculum Guide (FY 78)	8	23
LIT-TV Teacher Training Films (FY 77)	3	3
Math Diagnosis & Placement Kit (FY 80)	8	12
A Model for Providing Vocational Counseling Services to Adult Basic Education Students (FY 81)	1	3
A Model for Increased Recruitment and Improved Retention of Adults with Minimal Skills (FY 80)	1	4

Table 6 continued

Project	Number Indicating Use Fall '81	Spring '82
Outline of the Field Test of the Model ABE Record Keeping System (FY 80)	3	16
Pre-Service Training for Teachers of Adult Basic Education Andragogical Model (FY 81)	1	1
Pre-Service Training Program for Teacher Assistants (FY 80)	1	2
Project DECIDE (FY 80)	12	18
Project Update (FY 82)	2	6
PACES (Promoting Adult Career Education On-Site (FY 82)	0	9
A Reading Program for Adult Basic Education Level I Students (FY 79)	4	4
Survival Guide (FY 76)	9	13
Unmet Needs of Low Academic Adults (0-4th Grade Level) Students: A Follow-Up (FY 81)	1	6
Vocabulary of Work (FY 80)	5	10
VOICE (Vocational Orientation for Individual Counseling Evaluation) (FY 81)	2	1

3) Special Project Assessment. It has been our contention that assessment of Special Projects must be made by those who are in a position to judge their usefulness; i.e., ABE/GED/ESL personnel. A project may be a good idea, theoretically sound, logically designed, meticulously developed and still be useless to a practicing teacher. A study may be highly sophisticated and intellectually honest to a fault, but unless it is clearly (not implicitly) related to his own day to day program management concerns, the director won't bother with it. Though there are many variables related to Special Project adoption (e.g., purpose, quality, availability) it seems fairly evident that once strong dissemination efforts have been made, the most compelling evidence of a project's worth is the degree to which it is used. As mentioned earlier, our survey does not actually measure use, it merely reports on what people say they're using. Nevertheless, it can act as an indicator until more reliable measurements have been devised. The following tables suggest the relative merits of Special Projects in terms of reported use and, to some degree, Resource Center impact. Table 7 shows the difference between the degree of awareness, familiarity and use for any given project; and the same difference before and after a year's dissemination efforts. Table 8 ranks the projects according to reported increase in use over the year as related to dissemination efforts.

Table 7

DIFFERENCES IN AWARENESS, FAMILIARITY AND USE OF SPECIAL PROJECTS, BEFORE AND AFTER DISSEMINATION EFFORTS

Project	Awareness		Familiarity		Use	
	Fall	Spring	Fall	Spring	Fall	Spring
Adapting a Vocational Interest Test (in Audio Visual Format) For Hispanic Use (FY 81)	3	17	1	3	0	0
Apply Now: Lessons in Pre-Vocational ESL (FY 81)	9	20	9	20	2	1
Basic and Applied Arithmetic for Adult Students (FY 78)	15	25	12	15	3	8
Career Doors (FY 81)	8	37	4	29	1	13
Counseling and Motivating Adult Learners (FY 77)	10	15	4	5	1	1
CUBE (Curriculum Continuity and Unity in Basic Education) (FY 81)	22	43	13	31	4	10
English as a Second Language: A Handbook for Teachers of ABE (FY 81)	38	48	30	40	21	31
An Evaluation of Adult Basic Education in Indiana, Phase II: State Level Management Issues (FY 81)	11	19	6	10	1	5
Focus on Choice (FY 78)	26	44	17	38	8	23
Learning for Everyday Living: APL Curriculum Guide (FY 78)	39	54	31	45	25	37
LIT-TV Teacher Training Films (FY 77)	16	18	8	14	3	3
Math Diagnosis & Placement Kit (FY 80)	18	31	21	23	8	12

Table 7 Continued

Project	Awareness		Familiarity		Use	
	Fall	Spring	Fall	Spring	Fall	Spring
A Model for Providing Vocational Counseling Services to Adult Basic Education Students (FY 81)	6	24	3	13	1	3
A Model for Increased Recruitment and Improved Retention of Adults with Minimal Skills (FY 80)	7	19	3	14	1	4
Outline of the Field Test of the Model ABE Record Keeping System (FY 80)	12	25	8	20	3	16
Pre-Service Training for Teachers of Adult Basic Education Andragogical Model (FY 81)	5	13	5	5	1	1
Pre-Service Training Program for Teacher Assistants (FY 80)	4	12	3	2	1	2
Project DECIDE (FY 80)	26	35	19	27	12	18
Project Update (FY 82)	7	35	4	13	2	6
PACES (Promoting Adult Career Education On-Site) (FY 82)	13	37	3	20	0	9
A Reading Program for Adult Basic Education Level I Students (FY 79)	29	36	15	22	4	4
Survival Guide (FY 76)	20	30	14	20	9	13
Unmet Needs of Low Academic (0-4th Grade Level) Students: A Follow-Up (FY 81)	11	20	6	19	1	6
Vocabulary of Work (FY 80)	15	30	10	27	5	10
VOICE (Vocational Orientation for Individual Counseling Evaluation) (FY 81)	6	15	3	7	2	1

Table 8

SPECIAL PROJECT RANKING ACCORDING TO REPORTED INCREASE IN USE

Project	Rank	Increase in Number Of Staff Reporting Use
**Focus on Choice (FY 78)	1	15
**Outline of the Field Test Model ABE Record Keeping System (FY 80)	2	13
**Learning for Everyday Living: APL Curriculum Guide (FY 78)	3	12
*Career Doors (FY 81)	3	12
**English as a Second Language: A Handbook for Teacher of ABE (FY 81)	4	10
*PACES (FY 82)	5	9
**Project DECIDE (FY 80)	6	6
*CUBE (FY 81)	6	6
**Vocabulary of Work (FY 80)	7	5
*Basic and Applied Arithmetic for Adult Students	7	5
Unmet Needs of Low Academic Adult (0-4th Grade Level) Students: A Follow-Up (FY 81)	7	5
*Evaluation of Adult Basic Education In Indiana, Phase II: State Level Management Issues (FY 81)	8	4
*Project Update (FY 82)	8	4
Survival Guide	8	4
*A Model for Increased Recruitment and Improved Retention of Adults With Minimal Skills (FY 80)	9	3

*Featured in Resource Center Program, FY 82 Only.
**Featured in Resource Center Program, FY 81 and 82.

Table 8 Continued

Project	Rank	Increase in Number Of Staff Reporting Use
A Model for Providing Vocational Counseling Services to Adult Basic Education Students (FY 81)	10	2
**Math Diagnosis & Placement Kit (FY 80)	10	2
Pre-Service Training Program for Teacher Assistants (FY 80)	11	1
*Pre-Service Training for Teachers of Adult Basic Education Andragogical Model (FY 81)	12	0
VOICE (FY 81)	12	0
Apply Now: Lessons in Pre-Vocational ESL (FY 81)	12	0
Counseling and Motivating Adult Learners (FY 77)	12	0
Reading Program for Adult Basic Education Level I Students (FY 79)	12	0
Adapting a Vocational Interest Test for Hispanic Use (FY 81)	12	0
LIT-TV Teacher Training Films (FY 77)	12	0

*Featured in Resource Center Program, FY 82 Only.
**Featured in Resource Center Program, FY 81 and 82.

In summary, results show that 29 staff development sessions were presented, attended by a total of 77 individuals (38 of whom attended more than one session); 161 Resource Center items were borrowed (19 of which were Special Projects); the Resource Center was used for consultation by 40 individuals and for general information by 278. There was a strong increase in Special Project awareness following the year's dissemination efforts. Awareness of all projects was increased, almost half of them (10 out of 25) by more than 100%. Familiarity and/or mastery (as reported) also increased for all but two projects. In terms of use there was an increase but it was more modest; there was an increase in reported use for only 18 of the 25 projects, while 4 remained the same and 2 went down. Finally, projects that ranked highest according to the increase in use following dissemination efforts are: Focus on Choice, Outline of the Field Test Model ABE Record Keeping System, Learning for Everyday Living: APL Curriculum Guide, Career Doors and ESL: A Handbook for Teachers of ABE, all strongly featured in Resource Center programming.

IV. CONCLUSIONS/RECOMMENDATIONS

A. SUMMATIVE/FORMATIVE CONCLUSIONS

Results given in Section III above suggest the following summative conclusions:

* The Resource Center had a strong, recognizable impact on awareness of, familiarity with and use of Special Projects among ABE/GED/ESL staff in the service area (see Table 7 above).

* Indication of growth in awareness of and familiarity with Special Projects is stronger than the indication of growth in use of Special Projects (see Table 7 above).

* Projects ranking highest in use were projects that had all three of the following characteristics: 1) strong emphasis in Resource Center programming (usually for more than one year); 2) tangible availability (i.e., each participant was actually able to take a project home); and 3) there were outside efforts supporting Resource Center efforts (e.g., added effects of activities from other, more limited dissemination projects like PACES). Conversely, projects receiving little or no attention from the Resource Center ranked lowest in use increase (see Table 8 above).

During the course of the year, some conclusions were drawn on the basis of formative evaluation (i.e., on-going feedback, discussion and assessment of experiences), that resulted in major revisions in program design, as follows:

*Though it was convenient to give the Teacher Committee all fall to plan the program and spring evaluations lead nicely into next year's planning, it was, for several reasons, a mistake to schedule classes between January and March. On the one hand, staff members were looking for them when they returned to work in September, and missed the networking. On the other hand, the delay caused an almost anticlimatic attitude when classes did finally begin. Also, the continuous, heavy class activity during the January through March period made it difficult to attend to other Resource Center activities (including publication of the newsletter). And, of course, the hard winter was intensely discouraging. Though we will maintain the cyclical concept, activities in the timeline for FY 83 will be more evenly distributed throughout the year, with relatively little happening in January and February.

*Teacher Committee recommendations for next year are that we provide a more planned, consistent and active approach to Groups 2 and 3 of the target population; i.e., we will structure a series of visits with directors in Group 3 and with them will plan at least one on-site workshop (in part by reproducing workshops that were given in Group 1 this year) for their staff (or 2 and 3 staffs in the immediate area). We will also be developing at least one new four to five session course and some single workshops or seminars to be given in Group 1 (which could then be reproduced for Groups 2 and 3 in FY 84). In other words, we will develop new activities for the primary target group (Group 1) each year and recycle them for Groups 2 and 3 in the following year. (Groups 2 and 3 will, of course, also have the option

of choosing a new workshop topic as well or in place of one that has already been given elsewhere.) Overall, the Committee has suggested that we develop a stable of workshop or course topics and presenters that can be added to each year and given when and wherever there is a request for one of them.

*The Resource Center has served a useful purpose in locating, tapping and exporting not only good local materials, but local talent as well. Five staff members, one from Lake Ridge, three from Portage and one from Gary, were tapped this year alone to give presentations of their own materials. (The one from Gary, Max Smolinske's Cross Technique, is a truly innovative and adult oriented approach to teaching math and deserves wider recognition.) We view this as meeting several objectives; e.g., a networking function is served; teacher skills are expanded; new materials are developed; and we are ensuring applicability. Though inadvertant in FY 82, deliberate efforts will be made to continue this kind of programming in FY 83.

*In addition to presenting new methods, skills, materials and other tangibles, we have begun to directly encourage ABE staff to concern themselves with ideas, theories, issues and other intangibles in adult education. The "Issues and Answers" sessions (see Appendix B, pages 8 and 9) were a series of seminars held in private homes. The idea was that an informal, comfortable setting would encourage a lively exchange and it did. If one of our goals was to generate interest, analysis and evaluation of ideas in adult education, as it has always been, then we can say that it has been met through sessions where ABE teachers, directors and outside agency people together had an opportunity to discuss matters that are usually discussed only among administrators

and/or academics; e.g., state goals, andragogical theory, research projects, professionalism, counseling theory, implications of national politics. The kind of networking and shared conceptual thinking that took place in those sessions in regard to adult education is, we believe, a major factor in development of a corp of professional adult educators.

And finally, the following formal conclusions and recommendations were made by the Advisory Board and Teacher Committee respectively.

B. ADVISORY BOARD CONCLUSIONS AND RECOMMENDATIONS

1) Advisory Board meetings should be more structured.

2) Plans for reaching secondary staff in the future should be limited in FY 83 to:

a) developing a mailing list of secondary teachers throughout the area;

b) sending all Resource Center mailings to them;

c) giving secondary topics and concerns some prominence in The Informer;

d) requesting reaction from secondary personnel on their interests;

e) perhaps developing one Saturday morning workshop on a particular subject area (e.g., social studies, math, Business Education).

3) "Issues and Answers," as a staff development activity, should be retained. The format of discussing adult education issues in an informal setting is something that should be continued. It should not, however, be offered as a five-session course. There should be fewer sessions, spread out more over the year.

4) Topics for staff development workshops or seminars should include

something on the use of microcomputers and more discussion of adult education evaluation (as was done in the last session of "Issues and Answers" where participants analyzed the implications of the outside evaluation done at the state level).

5) Some money should be written into the budget for a staff development activity designed specifically for directors, though the exact topic is something that the Advisory Board can decide later on this summer.

6) The opportunity to have a cooperative agreement with the Resource Center and to serve on the Advisory Board should be extended to all programs in Groups 1, 2 and 3, but they should be offered as an option rather than a requirement.

C. TEACHER COMMITTEE CONCLUSIONS AND RECOMMENDATIONS

1) The Informer has been greatly missed this year and should definitely come out quarterly. Greater effort should be made in this regard.

2) Evaluation data shows that courses were effective. Participant comments suggest that even in cases where workshop attendance was limited, participants were pleased with the sessions and felt their needs were being met. There is a noticeable enthusiasm in participant comments on evaluation forms that is qualitatively different from the usual favorable response on such instruments. In some cases, participants indicated privately that it was too bad more people hadn't attended because sessions were so directly and concretely related to teacher needs.

3) In those cases where attendance was light, they probably would have done better on other dates. No sessions should be scheduled for winter months (January, February) in FY 83.

4) In relation to Special Projects, verbal feedback indicates that there is likely to be some adoption so plans for next year's follow-up should be continued.

5) Some workshops are creating a ripple effect; i.e., materials developed and presented to a cross-section of program representatives are being duplicated and taken back to staff members in the home program.

6) The Resource Center has provided staff development for several years. Initially staff reluctance and ignorance of adult education as a profession was encountered and participation in staff development activities was both minimal and disinterested. This year the Group 1 target area had a 50% participation rate with 89% of those attending going to more than one session. The trend of increased participation over increased exposure is expected to hold true for Groups 2 and 3 as they are brought more closely into Resource Center activities.

7) The Resource Center serves a catalytic function in drawing forth and disseminating useful materials, methods and ideas that would otherwise have stayed in the solitary possession of its practitioner/creator.

REFERENCES

1. Houle, Cyril O., Design of Education, San Francisco, CA: Josey-Bass, Inc., Publishers, 1972.

APPENDIX A

STAFF SURVEY

Portage Adult Education Resource Center
March, 1981

STAFF SURVEY

1. DO YOU KNOW WHAT 310 SPECIAL PROJECTS ARE?

   YES_____ NO_____ SORT OF_____

2. LIST ANY TITLES OF 310 PROJECTS YOU HAVE HEARD OF IN THE PAST TWO YEARS.

3. LIST ANY 310 PROJECTS THAT YOU ARE FAMILIAR WITH (I.E., THOSE THAT YOU HAVE A WORKING KNOWLEDGE OF).

4. LIST ANY 310 PROJECTS YOU HAVE ACTUALLY USED IN YOUR CENTER.

5. IF YOU ARE FAMILIAR WITH ANY 310 PROJECTS PLEASE INDICATE HOW YOU HEARD OF IT.

   STAFF DEVELOPMENT COURSE OR RESOURCE CENTER COORDINATOR_____

   STATE LEVEL WORKSHOP_____

   YOUR OWN DIRECTOR_____

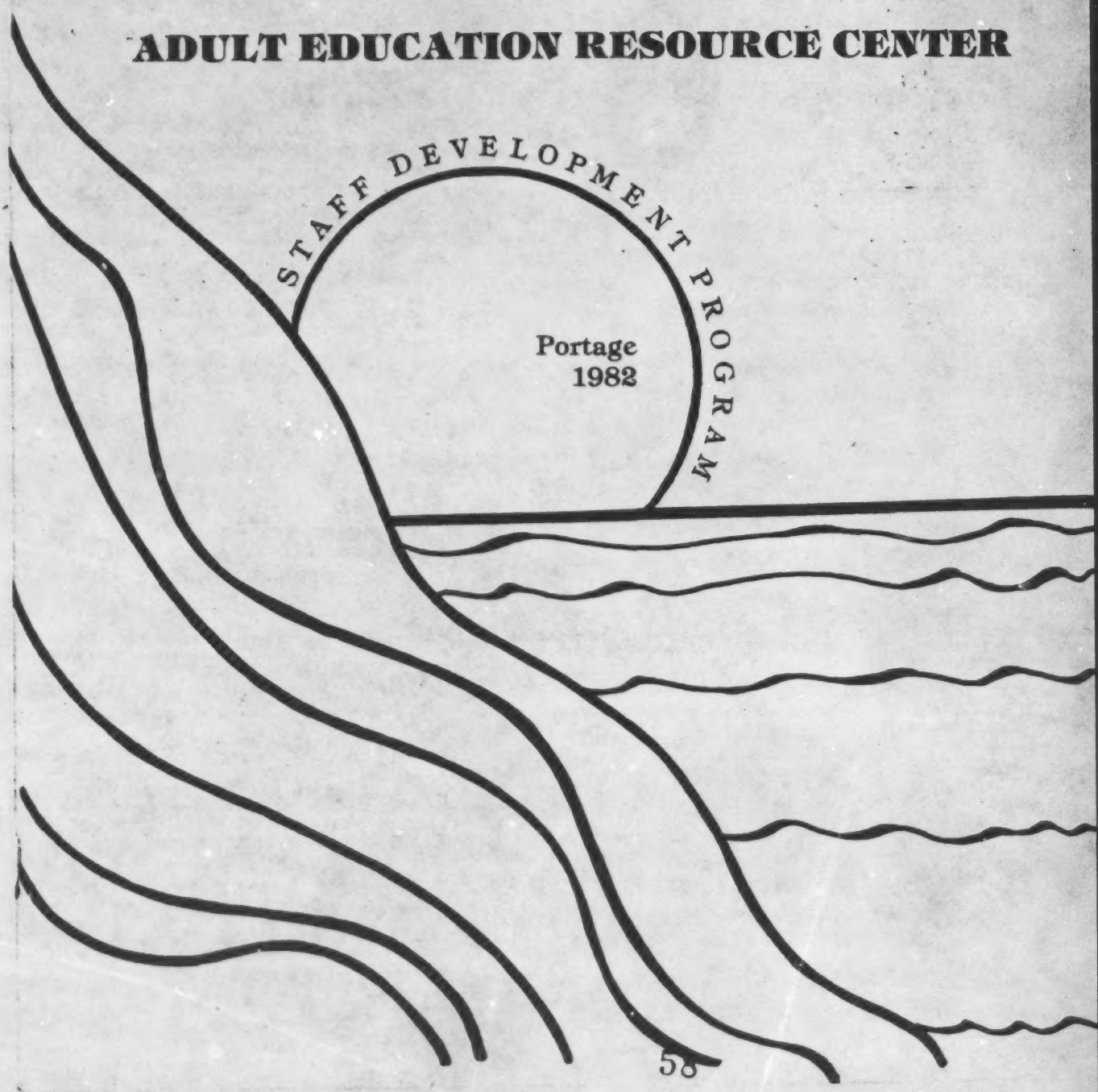
   OTHER_____

6. GIVE YOUR IMPRESSIONS OF THE STAFF DEVELOPMENT PROGRAM, THE RESOURCE CENTER IN GENERAL, AND ITS FUNCTION AS A NETWORK IN PARTICULAR.

APPENDIX B

RESOURCE CENTER CATALOG

ADULT EDUCATION RESOURCE CENTER



ADULT EDUCATION RESOURCE CENTER

STAFF DEVELOPMENT PROGRAM
PORTAGE - 1982

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Robert Rasumich George Finney
Andrew Adaska Ken Woodruff

Rex Miller

Max Hile

RESOURCE CENTER ADVISORY BOARD

The Resource Center Advisory Board is composed of seven program directors (including the six pictured above) and two members from related agencies. Their purpose is to guide, support and evaluate Resource Center activities. They meet four times a year.

RESOURCE CENTER ADVISORY BOARD

TO: ABE / GED / ESL Personnel in Northern Indiana

FROM: Resource Center Advisory Board

We're delighted to have this opportunity to congratulate the Resource Center Staff Development Planning Committee on the carefully planned program described in this catalog. We know they've worked long and hard to bring new ideas, appropriate resource people and practical tools together in a way that will benefit the one group of people we all work for--the students.

As someone once put it, "Show me a teacher who's been teaching the same way for twenty years and I'll show you a first-year teacher." We hope that all of you find something here that appeals to you, and we urge you to take advantage of this chance too keep your skills sharp and your information current.

RESOURCE CENTER ADVISORY BOARD MEMBERS 1981-82

Andrew M. Adaska, Supervisor, Hammond Adult Education
Fred DeCristobal, Director, Latin American Families Educational Program
George Firney, Director, Michigan City Adult Education
Max Hile, Director, Lake Ridge Adult Education
Rex Miller, Coordinator, South Bend Adult Education
Dr. Harvey Moore, Director of Continuing Education, Purdue North Central
Robert Razumich, Supervisor, Gary Adult Education
Ruben Rodriguez, Director, East Chicago Adult Basic Education
Kenneth H. Woodruff, Director, Portage Adult Education

INDIANA DIVISION OF ADULT & COMMUNITY EDUCATIO

Mary Williams, Director

Mary Williams, Director
Division of Adult & Community Education

Carlotta Anderson, Supervisor
Adult Basic Education

David Burkett, Coordinator
ABE / CETA Project

Mike Dean, Supervisor
Adult Secondary Education

Diana (Danny) Allen, State Administrator
GED Testing

David Wilkinson, Coordinator
Community Education

Linda Zeiler, Supervisor
Special Projects

Jim Eads, Consultant
ABE / CETA Project

Theodore McKnight, Consultant
Curriculum

Timothy Wells, Consultant
Reading

David Torma, Consultant
Community Education

The Portage Adult Education Resource Center is funded by a special grant to provide staff development activities for ABE programs in the Northern third of the state. A committee of your peers has worked hard to design an interesting and informative program. We hope that each of you will take advantage of this opportunity for your professional development by participating in those activities which best meet your needs and interests.

Linda Zeiler, Supervisor
Special Projects

The Portage Adult Education Resource Center is a special demonstration / teacher training project funded by a grant from the Indiana Department of Public Instruction, Division of Adult and Community Education under Section 310 of the Adult Education Act, P. L. 91-230 as amended.

STAFF DEVELOPMENT PLANNING COMMITTEE

Dear Staff Member,

We hope you'll like our 1982 staff development program. For those of you who don't know us, we're in the business of harnessing the information explosion. Adult educators, like architects, doctors, lawyers and aeronautical engineers--in short, like professionals everywhere--fight the time lag. We barely begin to catch up on what we didn't know in the first place, and there's a whole bunch more developing faster than a speeding bullet.

Old friends will recognize some changes this year. For one thing, this catalog; for another, the geographic area we cover. In the past, Resource Center programs have been built for and given primarily to staff members in six adult education programs in Northwest Indiana. We had fewer people to reach and fewer activities to offer. Now our service area covers all adult education programs in the upper third of the state: from Gary to Fort Wayne, from Michigan City to Logansport, and points in-between. In answer to that challenge, we've developed a wider range of program choices, formats and time sequences. We packaged them all in this handsome catalog and are shipping it out to the four corners of the top third of the State of Indiana. Anybody in that area (or indeed any other should this catalog find its way into your hands) can choose any one or more courses that fit either your needs, your interests or your time schedule. (Don't worry too much about your pocketbook--we pay mileage.) One word of caution though. Because the catalog is going to a larger number of people this time, and because most of the activities have limited enrollment, get your registration in early to be sure you get the one(s) you want.

And finally, a word about our planning committee. We've always said that a staff development program for adult education personnel isn't worth its salt if the people who plan it don't have first-hand working knowledge of the problems and perils adult education teachers face. So this year we've begged, pleaded and cajoled six of Indiana's finest to give it their best shot. This catalog represents weeks of effort on their part--some of it creative, some of it argumentative, some of it thoughtful, much of it noisy, and all of it right on target we'd like to think. We hope you'll think so too.

Cordially,

Sondra M. Cox

Sondra M. Cox, Coordinator
Portage Adult Education Resource Center

RESOURCE CENTER STAFF DEVELOPMENT PLANNING COMMITTEE

Denisa Collins, Secretary, Portage Adult Education Resource Center
Jane Coudriet, Teaching Assistant, South Haven Adult Education Learning Center
Marge Hocker, Teacher / Coordinator, Valparaiso Adult Learning Education
Linda O'Brien, Assistant Director, Portage Adult Education
Margo Sanida, Teacher / Coordinator, Gary Adult Education
Carol Smock, Teacher / Coordinator, Crown Point Adult Learning Center
Lou Tomasko, Teacher / Coordinator, Lake Ridge Adult Learning Education

T. E. T.
Teacher Effectiveness Training

COURSE DESCRIPTION:

T. E. T. is a nationally recognized teacher-training program that will demonstrate specific skills and methods for developing effective teacher / student relationships. The course was designed by Dr. Thomas Gordon. It is taught by specially trained instructors in hundreds of communities in every state.

HOUSEKEEPING:

T. E. T., the standard $35.00 workbook and text required for the course, will be provided cost-free to each participant. Two topics will be dealt with at each session. Individuals who participate in all sessions will be eligible for a certificate of completion. College credit may be offered.

Maximum enrollment: 25 Minimum enrollment: 10

WHAT TO EXPECT:

Session 1: Teachers / Students Are Human.
How to Listen So Students Will Share Concerns.

Session 2: Putting Your New Skills To Work.
How to Talk So Students Will Respect Your Needs.

Session 3: What Teachers Can Do When Students Give them problems.
The Inevitable Conflicts– Who Will Win?

Session 4: The No-Lose Method of Resolving Conflicts.
Putting the No-Lose Methods to Work.

Session 5: When Values Collide in School.
"Can I Use the Confronting Skills With My Boss?"

FACILITATOR: Richard Bennett, A. C. S. W., is nationally-known for his expertise in communication skills training, social service delivery and management systems, agency funding, and crisis intervention. Mr. Bennett, a native of Eau Claire, Wisconsin, has two Master Degrees in counseling, one from George Williams College and the other from the University of Chicago. He is certified to teach various Effectiveness Training Incorporated courses. In 1978, he served as Project Director for a national demonstration project done in conjunction with E. T. I. Nationally, he is one of a few men who is certified to teach Effectiveness Training for Women. Recently, he completed an intensive program, Stress Management in Clinical Practice, from UCLA Medical School.

F R I D A Y

LOCATION:

Portage Adult Education Resource Center
2240 Crisman Road
Portage, Indiana (see map on back cover)

DATES:

Session 1:	Friday, January 29 9:00 AM to 4:00 PM
Session 2:	Friday, February 5 9:00 AM to 4:00 PM
Session 3:	Friday, February 19 9:00 AM to 4:00 PM
Session 4:	Friday, February 26 9:00 AM to 4:00 PM
Session 5:	Friday, March 5 9:00 AM to 4:00 PM

7

ISSUES AND ANSWERS IN ADULT EDUCATION

COURSE DESCRIPTION:

Very often those of us on the front lines--the local practitioners don't hear about the things that are of general importance to the field. This course is intended to provide teachers and local program people with the opportunity to explore topics that are being discussed by other adult educators across the country. The course will follow the standard seminar format: delivery of a one-hour presentation or paper followed by a two-hour analysis and critique of it s contents. Discussion will focus on pertinent history, current research and published materials dealing with one or two of the more hotly debated concerns.

HOUSEKEEPING:

All sessions will be held in private homes. Registrants will receive complete directions prior to the first meeting. Seminars will be informal, refreshments will be served. Mileage will be paid.

Maximum enrollment: 15 Minimum enrollment: 5

WHAT TO EXPECT:

Session 1: Overview of the History of Adult Education. - Robert Nolan

Session 2: Andragogy vs. Pedagogy. - Mary Charuhas

Project HELP: Andragogical Approach to Academic Advising. - James Anders

An overview of Malcolm Knowles' andragogical theory will be followed by Jim Anderson's paper on PROJECT HELP, given in Indianapolis in October, 1981.

Session 3: Professionalism in Adult Education. - Doe Hentschel

What is it, who has it, who doesn't and who needs it?

Session 4: Mandatory vs. Voluntary Adult Education. - Tom Heaney

Of all the issues, this is the hottest--should adult students be forced to attend adult education classes? Some say yes, some say never.

Session 5: An Evaluation of Adult Basic Education in Indiana. - Deborah Bonnet

The Department of Public Instruction has commissioned a state-wide three-year evaluation of our programs. Data, results and conclusions through the second year will be presented by Deborah Bonnet, Project Director. The group will critique the information and each participant will receive a copy of the report.

FACILITATORS:

Robert Nolan received his Ed. D. in adult education from Northern Illinois University at DeKalb. Until recently he was Coordinator of the Illinois Region II Service Center. Currently he is doing National Public Opinion Research at Northern.

Mary Charahas has a M. S. Ed. in adult education from Northern Illinois University and is working on adult cognitive development for her doctorate. As an instructor, she teaches Materials Evaluation for ABE at Northern and is also a Field Representative for the Illinios Region I Service Center in Chicago.

James Anderson is Assistant Dean of Continuing Education at St. Xavier's College in Chicago. Jim has his M. A. from Notre Dame where he was a Kellogg Fellow, and is currently writing his Ph. D. thesis in adult education at the University of Chicago.

Doe Hentschel is Assistant Professor of Administrative Leadership, University of Wisconsin, Milwaukee. She is on the Board of Directors, Milwaukee Council of Adult Learning and also serves on the Professional Standards Committee of IACEA. She edited Adult Education: Growing Up a Professional, Vol. I, No. 3 of IACEA's journal Setting the Pace. Doe is currently researching continuing professional learning among adult educators as it effects their individual and aggregate professional development.

Tom Heaney is a faculty member of the Adult Education Department at Northern Illinois University and Director of the Northern Illinois Community Service Office. He is Chairman of the Adult Education Association Task Force on Voluntary Learning and founder of NAVAL (National Alliance for Voluntary Learning).

Deborah Bonnet is a Director of the Research and Evaluating Division of New Education Directions, Inc. (NEDS). Since joining NEDS in 1974, she has directed 17 research, evaluation and development projects. One of her more recent publications is "Standards for Evaluating Education Programs," in Educational Leader, Feb. 1981.

LOCATION: Private homes. Registrants will receive detailed maps and directions.

DATES:

Session 1:	Friday, January 29 7:00 to 10:00 PM	Session 4:	Friday, February 26 7:00 to 10:00 PM
Session 2:	Friday, February 12 7:00 to 10:00 PM	Session 5:	Friday, March 12 7:00 to 10:00 PM
Session 3:	Friday, February 19 7:00 to 10:00 PM		

FRIDAY EVENING

MATH TRACK

COURSE DESCRIPTION:

Here is an opportunity for teachers to refresh their math skills and learn new teaching strategies. The course will cover math from the basics through algebra and from diagnosis through post-testing. The course will include lectures, demonstrations, discussions, participant involvement and time for making classroom materials.

HOUSEKEEPING:

Mileage will be paid. Credit or CEUs may be offered. All materials will be provided.

Maximum enrollment: 25 Minimum enrollment: 5

WHAT TO EXPECT:

Session 1: Math Diagnosis & Placement Kit - LaVon Coate

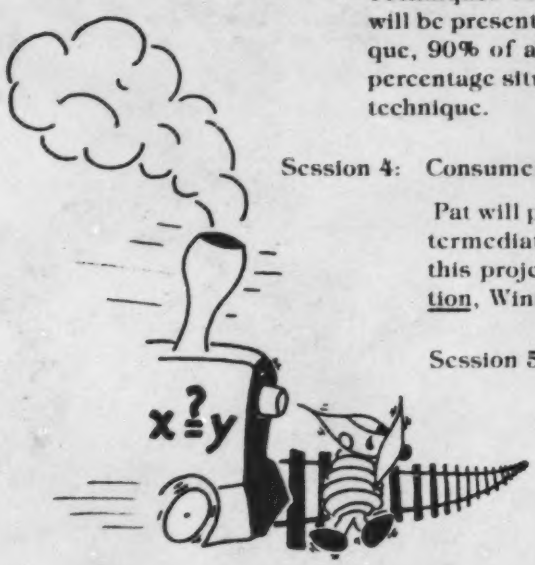
Each participant will be given a kit which covers 0 through GED level. You will learn how to use it.

Session 2: Teaching Basic Math Skills - James Myers

Jim will present a variety of techniques for teaching addition, subtraction, multiplication and division of whole numbers. You will make materials to be used in your classroom.

Session 3: Teaching Intermediate Math - Max Smolinske

Techniques for teaching fractions, decimals, percents and ratios will be presented. Max guarantees that, by using his CROSS technique, 90% of all students will successfully solve all three types of percentage situations within 30 minutes of being introduced to this technique.



Session 4: Consumer Math - Pat Campbell

Pat will present her special project which applies basic and intermediate math to the field of consumer math. The results of this project were published in Adult Literacy & Basic Education, Winter, 1980.

Session 5: Algebra Without Pain - Marge Hocker

If you are leery about teaching algebra because you've forgotten it, you won't want to miss this. Marge will present a handbook that she has prepared which covers sequential algebra skills. Participants will be given a copy.

FACILITATORS:

LaVon Coate is Director of ABE at Vincennes University. Her M. A. in adult education is from Indiana University. LaVon has taught ABE in both rural and learning center settings and for several years has directed the Vincennes program. She was director of the project which developed the kit that she is presenting.

James Myers has a B. A. from the University of Illinois and an M. S. from Indiana University. He has been teaching for 9 years, served on the Curriculum Council for 3 years and has given many workshops to teachers and administrators all over Indiana and Michigan.

Max Smolinske has been teaching in adult education since 1956. He taught at the Emerson Evening High School for many years and is currently working with GED students in the Gary Adult Education Program.

Pat Campbell is Coordinator of Academic Advising, Department of Computer Sciences, Purdue University. Her Ph. D. from Florida State is in Mathematics Education. Her most recent publication is a GED math preparation book (the third in a 3-book series by Steck-Vaughn) called GED Score Booster 3: Mathematics.

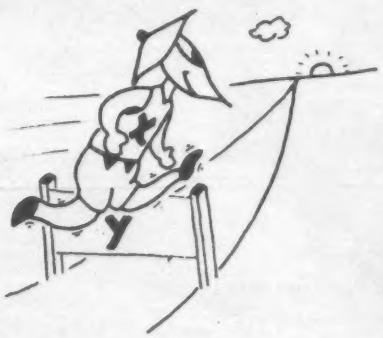
Marge Hoeker has been teacher /-coordinator of the Valparaiso Adult Learning Center since 1975. She has given presentations on mathematics materials and has trained staff members in the state's new record-keeping system for ABE. She is a member of The Informer staff.

LOCATION:

Portage Adult Education Center
5962 Central Avenue
Portage, Indiana (see map on back cover)

DATES:

Session 1:	Saturday, January 30 9:00 AM to 12 Noon
Session 2:	Saturday, February 6 9:00 AM to 12 Noon
Session 3:	Saturday, February 20 9:00 AM to 12 Noon
Session 4:	Saturday, February 27 9:00 AM to 12 Noon
Session 5:	Saturday, March 6 9:00 AM to 12 Noon



SATURDAY MORNING

P. A. C. E. YOURSELF

Practice Adult Career Education

COURSE DESCRIPTION:

P. A. C. E. S. is a capacity-building opportunity for adult educators to learn about current practices in the field of career and vocational services for adults. The 5-hour session will include discussion and demonstration of specific career-related materials and techniques developed for adult learners. In addition, participants will be able to practice how to use selected materials presented during the training session.

HOUSEKEEPING:

Information packets will be distributed to each participant. Products of career-related 310 Projects will be displayed and demonstrated. Registrants will receive detailed information from the facilitators of this session.

WHAT TO EXPECT:

P. A. C. E. S. is a 5-hour practical introduction to career and vocational services for adults. Presenters will be available to provide individual on-site consultations with teachers and students as a follow-up to the training session.

FACILITATORS:

Harriet Miller, Executive Director of the Fort Wayne Women's Bureau, Inc., has directed several employment and training programs for adults during the past 7 years. She currently serves on the Governor's Indiana Employment and Training Council.

Monica Pugh, Project Director of P. A. C. E. S., has developed print and audio-visual instructional materials used in adult career and vocational programs.

In additon, career educators who have developed materials of specific interest to adult education teachers will participate as presenters.

SATURDAY

LOCATION: Portage Adult Education Center
5962 Central Avenue
Portage, Indiana (see map on back page)

DATES: February 27
9:00 AM to 3:00 PM

MINI-WORKSHOP: GAMES

COURSE DESCRIPTION:

A variety of games, techniques and tricks to turn on students will be presented by teachers. There will be time for examining materials and time for making them.

HOUSEKEEPING:

If you have a game, technique, idea or trick that works for you, please bring it to share. Mileage will be paid. Materials will be provided.

Maximum enrollment: 15 Minimum enrollment: 5

WHAT TO EXPECT:

During the first 1 to 1½ hours, presenters will demonstrate. The remaining time will be devoted to browsing through materials brought in by participants as well as a collection of games. There will be time for actual preparation of whatever items appeal to you. A handbook of games and game ideas will be provided.

Sight Word Games - Jennifer Whelpley
Jane Coudriet

Career Vocabulary - Jennifer Whelpley
Jane Coudriet

Shopping Spree - Lou Tomasko
Tim Terrell

Reading Through Pictures - Lou Tomasko
Tim Terrell

DRUL Rule - Marge Hocker

Adding & Subtracting Signed Numbers - Marge Hocker

FACILITATORS:

Jennifer Whelpley has worked with all manner of ABE / GED / ESL students in her 6 years as teacher / coordinator of the South Haven and Lake Station Learning Centers. Jennifer was particularly active in the early development of learning center advisory boards.

Jane Coudriet is the teaching assistant in the South Haven Learning Center and has worked with ABE / GED and ESL students for several years. Jane is particularly adept at developing motivational activities for low-level learners.

Lou Tomasko is the ABE / ESL teacher in the Lake Ridge Adult Education program. Licensed in Learning Disabilities, Elementary and Special Education. Lou has taught ABE and ESL for 8 years and has presented a number of sessions on the adult performance level (APL) materials.

Tim Terrell has taught exceptional students, has been Residental Programmer for the Deaf / Blind program at Indiana University's Developmental Training Center and most recently has been working with students in the Lake Ridge Adult Education Program.

Marge Hoeker has been teacher / coordinator of the Valparaiso Adult Learning Center since 1975. She has given presentations on mathematics materials and has trained staff members in the state's new record keeping system for ABE. She is a member of The Informer staff.

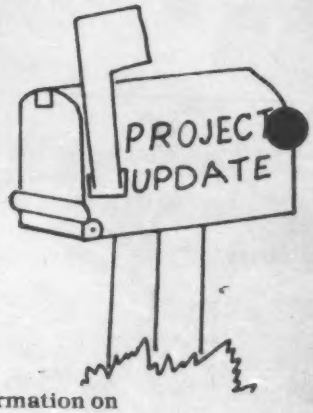
LOCATION:

Portage Adult Education Center
5962 Central Avenue
Portage, Indiana (see map on back cover)

DATE:

Saturday, Feburary 13
9:00 AM to 12 Noon

SATURDAY MORNING



ESL UPDATE

MINI-WORKSHOP:

9

DESCRIPTION:

There's always something new in ESL. In the past we've had information on cultural differences, curriculum approaches to ESL, a variety of materials and methods, and the ESL Handbook developed by Timmie Steinbruegge under Special Project funds. The Handbook was so popular and so well received we decided to ask Timmie for an encore. At this workshop she will be presenting things that have come along since the Handbook was published; e.g., new and noteworthy ESL materials, cross-cultural activities, teacher-made materials to stimulate conversation, games ESL students play and an idea exchange. And if any of you haven't seen the Handbook, she might bring one or two of them along as well.

HOUSEKEEPING:

Mileage will be paid.
Maximum enrollment: 30 Minimum enrollment: 10

FACILITATOR:

Timmie Steinbruegge is currently director of a brand new program, Project Update: The ABE Information Center, located in Indianapolis. She has taught ESL for 12 years and more recently she has been Coordinator of the ESL Project (from whence the Handbook springs) for the Indianapolis Public School.

LOCATION:

Portage Adult Education Center
5962 Central Avenue
Portage, Indiana (see map on back cover)

DATE:

Saturday, March 13
9:00 AM to 12 Noon

MINI-WORKSHOP
INTRODUCTION TO APL

SATURDAY MORNING

DESCRIPTION:

This workshop is for people who have heard something about APL but aren't really sure what it is. The session will cover an overview of APL theory, a walk through Indiana's own Learning for Everyday Living Curriculum Guide, relationship of the Guide to APL theory, an introduction to Project DECIDE (materials developed especially for use with the Guide), a "100 item" interest inventory for screening purposes and a brand new (just being finished now) Skills Checksheet.

HOUSEKEEPING:

Mileage will be paid.

Maximum enrollment: 25 Minimum enrollment: 5

FACILITATOR:

Lou Tomasko is an ABE / ESL teacher in the Lake Ridge Adult Education program. Licensed in Learning Disabilities, Elementary and Special Education, Lou had taught ABE and ESL for 8 years and has presented a number of sessions on the adult performance level (APL) materials.

LOCATION:

Portage Adult Education Center
5962 Central Avenue
Portage, Indiana (see map on back cover)

DATE:

Saturday, March 20
9:00 AM to 12 Noon

PROGRAMS SERVED BY THE RESOURCE CENTER

Ruben Rodriguez, Director
Adult Basic Education
210 E. Columbus Drive
East Chicago IN 46312

W. B. Addison, Director
Adult Education
2424 California Road
Elkhart IN 46514

Ray Quance, Asst. Director
Continuing Education
1200 S. Barr Street
Fort Wayne IN 46802

Richard Deputy, Supervisor
Adult Basic Education
1200 S. Barr Street
Fort Wayne IN 46802

Ken Surber
Asst. Vocational Director
Four County Area Vocational Cooperative
119 N. Main Street, PO Box 310
Avilla IN 46710

Robert Razumich, Supervisor
Adult & Continuing Education
Gary Career Center
1800 East 35th Avenue
Gary IN 46409

Kent Evans, Principal
Goshen High School
401 Lincolnway East
Goshen IN 46526

Andrew Adaska, Director
Adult Education
5727 Sohl Avenue
Hammond IN 46320

Max Hile, Director
Lake Ridge Adult Education
6111 W. Ridge Road
Gary IN 46408

Wayne Tarnow, Supervisor
Adult Education
LaPorte High School
602 "F" Street
Laporte IN 46350

Barbara Bevelhimer, Director
Adult Education
El-Tip-Wa Area Vocational School
721 N. Sixth Street, Box 626
Logansport IN 46947

Margaret DePrez, Chairperson
Marshall County Adult Basic Education, Inc.
120¼ N. Michigan Street
Plymouth IN 46563

Paul R. Tully, Director
Adult & Continuing Education
6701 Delaware Street
Merrillville IN 46410

George Finney, Asst. Director
Adult Education
A. K. Smith Career Center
817 Lafayette Street
Michigan City IN 46360

Kenneth H. Woodruff, Director
Portage Adult Education
5962 Central Avenue
Portage IN 46368

Rex Miller, Coordinator
Adult Education
317 W. Washington Street
South Bend IN 46601

Richard Ralston, Director
Adult & Community Education
PO Box 38
Mentone IN 46539

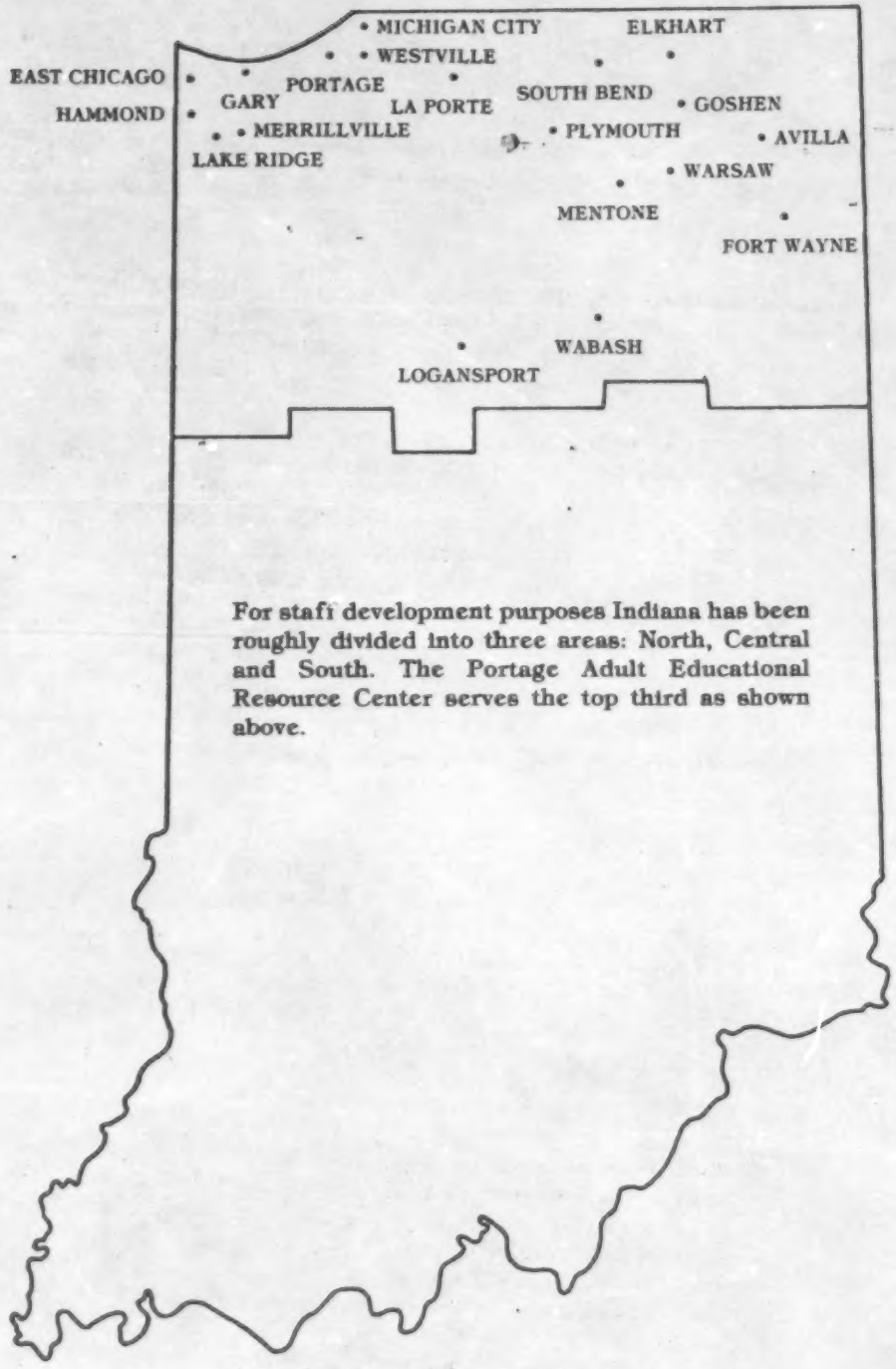
Russell Miller, Supervisor
Adult Education
Upper Wabash Vocational School
Box 606
Wabash IN 46992

Curt Curtis, Executive Director
Youth Employment Council
Counting House Mall
R. R. 7, Box 75
Warsaw IN 46580

Robert Schrader, Vocational Director
Warsaw High School
1 Tiger Lane
Warsaw IN 46580

Dr. S. Shannon Reffett
Adult Education Director
Westville Correctional Facility
PO Box 473
Westville IN 46391

REGIONAL MAP



For staff development purposes Indiana has been roughly divided into three areas: North, Central and South. The Portage Adult Educational Resource Center serves the top third as shown above.

RESOURCE CENTER SERVICES

In addition to the programs offered in this catalog, the Resource Center provides the following services:

Consultation — If you call or write us with a problem, we'll try to solve it; if we can't, we'll put you on to someone else who can.

Information — We try to stay on top of what's happening in adult education generally, and we will attempt to answer any questions thrown at us. We're pretty good at names, addresses, phone numbers and events. And we're very good at putting people in touch with one another.

Lending Library — Our collection of materials for use with students includes diagnosis through ESL and APL and back again. We have lots of professional literature (studies, reports and how-to books), reference materials, some audiovisuals and the largest collection of Special Projects this side of the Mississippi. We also maintain subscriptions to the most important adult education newsletters and journals. You're welcome to borrow materials at any time. Call the Resource Center at 762-8858.

Newsletter — If you're not already on the mailing list for The Informer, be sure to let us know. It comes out quarterly, almost.

Preview — Have Special Projects, will travel. If you'd like to have uscomeout to your place with a range of Special Projects and other materials for preview, just let us know . It's probably best to let your Director know first. If he invites us, we'll be there. Also, if there is new material by a publisher that you'd like to try, contact us. If we don't already have it, we'll get it for you to sample.

Sondra Cox has been the Coordinator of the Portage Adult Education Resource Center since its inauguration in 1977. At that time the Resource Center represented a new concept for staff development which was originated and spearheaded by Sondra. Through the Resource Center she has continuously pursued the goal of professionalism in the field of adult education as she also did in her previous position, 1974 to 1977, as the staff development coordinator for Portage Adult Education. Sondra brings to the field a background of graduate study in adult education at the University of Chicago where she was a Ford Fellow. Recently she has served several terms as secretary for the Northwest Indiana Adult Education Council and she is past-president of IAPCAE.

STAFF DEVELOPMENT PROGRAM
GENERAL INFORMATION

Registration

All registration is by mail. Return the registration form provided in this catalog on page 23. Please make sure all information is filled in (name, address, phone numbers) so you can be entered on our mailing list. Participants signing up for P. A. C. E. Yourself (pages 12 & 13) will receive a brochure in the mail with addition information.

Course Attendance

Attendance at all courses is voluntary. Each of the three five-week courses, however, is on a first-come, first-served basis. If you register for one of these courses, we hope you will attend all of the sessions since you enrollment will preclude others from attending. Those enrolling for T. E. T. must attend all five sessions to be certified.

Materials

The Resource Center will provide all materials. Please get your registration form in as early as possible so we will have enough time to prepare the appropriate number of packets for each course.

Mileage

The Resource Center will pay mileage for all participants to and from each session. Gas receipts will not be necessary, but please keep careful track of odometer readings. In the case of five-session courses, mileage claims for all sessions will be processed at the last class meeting.

Cancellations and / or Snow Days

If for any reason a particular session must be cancelled, you will be notified by phone. Be sure to fill in phone numbers on the registration form. In all cases efforts will be made to reschedule the session.

Location

A map showing the location of the Portage Adult Education Center and the Adult Education Resource Center is provided on the back cover. Most sessions are scheduled for the Adult Education Center. T. E. T. will be given at the Resource Center. People who register for "Issues and Answers" which will be held in private homes, will receive addresses and maps in advance. If in doubt, always call the Resource Center at 762-8858.

SCHEDULE OF STAFF DEVELOPMENT ACTIVITIES

REGISTRATION CLOSES **JANUARY 20**

FRIDAY	SATURDAY
JANUARY 29 TET: Session 1 9:00 AM to 4:00 PM ISSUES & ANSWERS IN ADULT EDUCATION: Session 1 7:00 to 10:00 PM	**JANUARY 30** MATH TRACK: Session 1 9:00 AM to 12 Noon
FEBRUARY 5 TET: Session 2 9:00 AM to 4:00 PM	**FEBRUARY 6** MATH TRACK: Session 2 9:00 AM to 12 Noon
FEBRUARY 12 ISSUES & ANSWERS IN ADULT EDUCATION Session 2 7:00 to 10:00 PM	**FEBRUARY 13** MINI-WORKSHOP: GAMES 9:00 AM to 12 Noon
FEBRUARY 19 TET: Session 3 9:00 AM to 4:00 PM ISSUES & ANSWERS IN ADULT EDUCATION Session 3 7:00 to 10:00 PM	**FEBRUARY 20** MATH TRACK: Session 3 9:00 AM to 12 Noon
FEBRUARY 26 TET: Session 4 9:00AM to 4:00 PM ISSUES & ANSWERS IN ADULT EDUCATION: Session 4 7:00 to 10:00 PM	**FEBRUARY 27** P. A. C. E. S. 9:00 AM to 3:00 PM MATH TRACK: Session 4 9:00 AM to 12 Noon
MARCH 5 TET: Session 5 9:00 AM to 4:00 PM	**MARCH 6** MATH TRACK: Session 5 9:00 AM to 12 Noon
MARCH 12 ISSUES & ANSWERS IN ADULT EDUCATION: Session 5 7:00 to 10:00 PM	**MARCH 13** MINI-WORKSHOP: ESL UPDATE 9:00 AM to 12 Noon
MARCH 19	**MARCH 20** MINI-WORKSHOP: INTRODUCTION TO APL 9:00 AM to 12 Noon

Adult Education Resource Center
Staff Development Program
Portage - 1982

REGISTRATION FORM

NAME: _____

ADDRESS: _____

_____

PHONE NUMBER: (HOME) _____ (WORK) _____

PROGRAM: _____ POSITION: _____

CHECK COURSE (S) YOU ARE REGISTERING FOR:

_____T. E. T. (5 day long sessions, 30 hours)

_____ISSUES AND ANSWERS IN ADULT EDUCATION (5 evening seminars, 15 hours)

_____MATH TRACK (5 morning sessions, 15 hours)

_____P. A. C. E. S. (1 full day, 5 hours)

_____GAMES (1 morning, 3 hours)

_____ESL UPDATE (1 morning, 3 hours)

_____INTRODUCTION TO APL (1 morning, 3 hours)

CHECK IF INTERESTED IN COURSE CREDIT_____ CEU_____

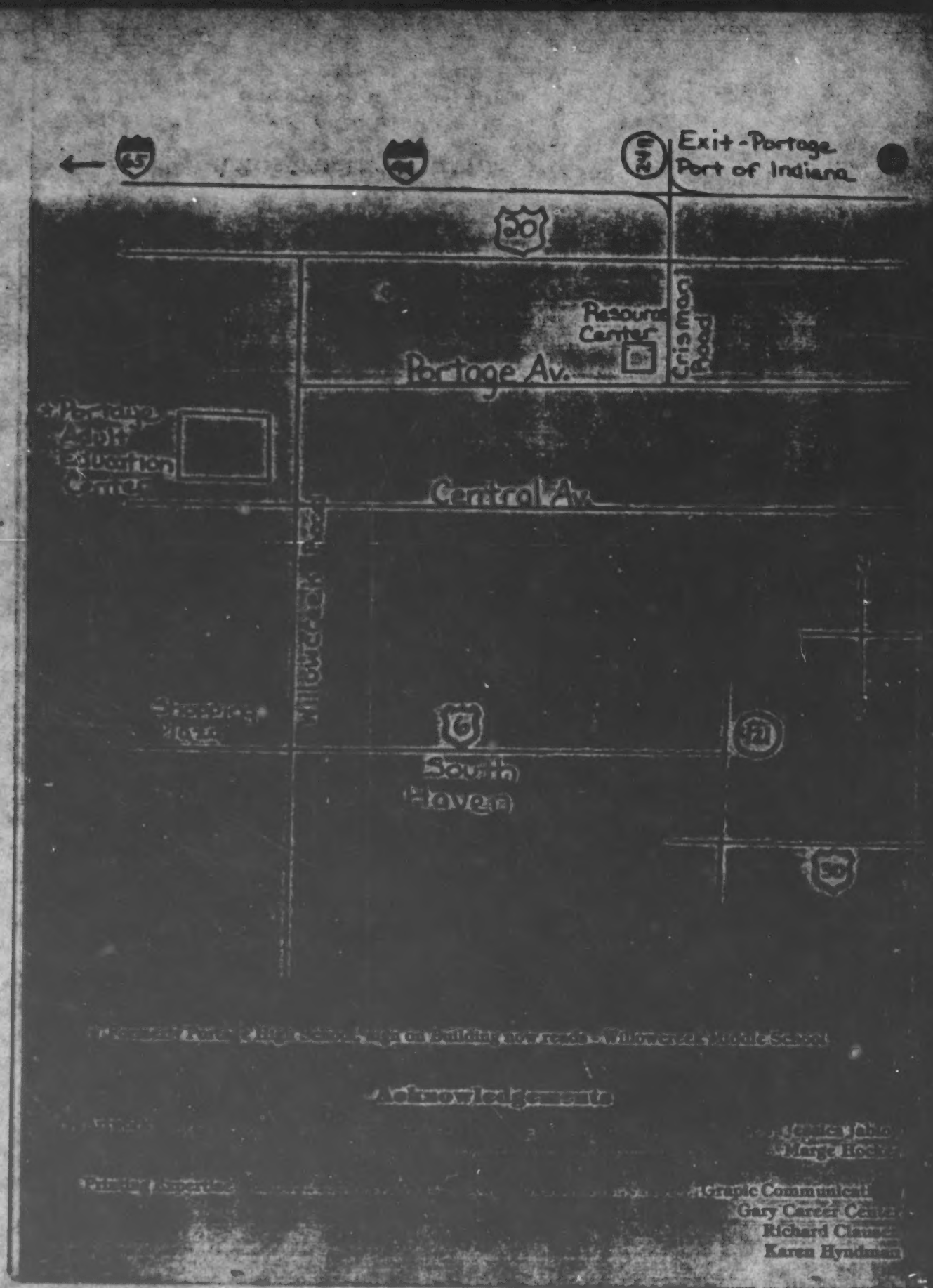
IF YOU ARE REGISTERING FOR A COURSE, PLEASE TRY TO ATTEND ALL SESSIONS.

REGISTRATION CLOSES JANUARY 20

RETURN THIS FORM TO: PORTAGE ADULT EDUCATION RESOURCE CENTER

2240 CRISMAN ROAD

PORTAGE IN 46368



Acknowledgements

Graphic Communicati
Gary Career Ce
Richard Clau
Karen Hyndman

APPENDIX C

ADVISORY BOARD MINUTES

Portage Adult Education Resource Center
2240 CRISMAN ROAD
PORTAGE, INDIANA 46368
TELEPHONE 762-8858

RESOURCE CENTER ADVISORY BOARD
MINUTES OF MEETING SEPTEMBER 24, 1981

Sonnie opened with a discussion of the proposal and how the Advisory Board will act in part as an evaluation measure for the Resource Center. Sonnie explained the staff development program for the year, the different tracks (Math, Career/Vocational, Teacher Effectiveness Training, Issues and Answers in Adult Education), and what the Staff Development Committee has done so far. Copies of the Staff Development Committee Minutes plus a list of 310s available through the Resource Center will be mailed to each Advisory Board member and then routinely mailed each week. Each member will review the material, make comments on the Quarterly Performance Report form and return the form to Sonnie. Sonnie mentioned that she has money in her budget to pay mileage to participants in these courses. There is also the possibility of credit or CEUs from Purdue North Central on one or all of the tracks.

Sonnie went over the timeline in the proposal (page 29) and discussed what we have done and not done. There was discussion of setting dates for on-site presentations. It was decided that each director will send Sonnie the dates of their individual staff meetings. On-Site visits will take place in October and November.

Cooperative Agreements will be mailed next week. These need to be taken to each School Board for signatures and entrance into the Minutes.

NEXT MEETING

Date : Thursday, December 10
Time : 9:30 AM
Place: Resource Center

IN ATTENDANCE

Fred DeCristobal
Max Hile
Rex Miller
Harvey Moore
Bob Razumich
Ken Woodruff

Portage Adult Education Resource Center
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PORTAGE, INDIANA 46368
TELEPHONE 762-8858

RESOURCE CENTER ADVISORY BOARD
MINUTES OF MEETING DECEMBER 10, 1981

Sonnie explained the Special Project review we had in Indianapolis. With the exception of on-site previews and postponement of the mailing of 310 abstracts we are right on target in regards to the proposal time-line.

Cooperative Agreements are being processed first through the Portage School Board and then will be mailed to each director for signatures from the local school boards.

Sonnie discussed where we stand with our staff development program. The catalog is at the printers and will be mailed to all adult education staffs in the northern third of the state after Christmas. Courses will begin the end of January and run through the end of March. Each director was asked to encourage their staff to participate in this program. Sonnie gave Dr. Moore the outline for the TET course for possible credit from Purdue.

A copy of a Special Project Survey that was mailed to all adult education staff in the northern third of the state was distributed. This survey will be used as an evaluation measure for the Resource Center.

NEXT MEETING

Date : Thursday, March 4, 1982
Time : 9:30 AM
Place: Resource Center

IN ATTENDANCE

Rex Miller
Harvey Moore
Robert Razumich
Ken Woodruff

Portage Adult Education Resource Center

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PORTAGE, INDIANA 46368
TELEPHONE 762-8858

RESOURCE CENTER ADVISORY BOARD
MINUTES OF MARCH 24, 1982, MEETING

FY 82 Evaluation

Sonnie passed out participation sheets that show program personnel and hours attended at any activities. She also distributed evaluation results done for each course and/or workshop held this year.

FY 83 Plans

Sonnie discussed the recommendation of the Teacher Committee to not hold classes in the winter. Maybe have something in the fall and the bulk in the spring. The Committee suggested developing new programs for Target 1 and 2 and exporting those workshops run this year to Target 3; perhaps developing one new one for them. The Advisory Board suggested developing secondary staff involvement. Beginning with obtaining addresses for all of them and making mailings of any Resource Center activities available to them. George suggested using The Informer to reach secondary concerns. Ken suggested perhaps developing a Saturday morning workshop on a particular subject area (e.g., Social Studies, Math, Business Education). Bob suggested getting a reaction from the secondary personnel as to their interest in an activity or subject area.

The Advisory Board would like to keep "Issues and Answers" in the same format with a change of topics. George would like something on microcomputers. Rex thought that perhaps this could be held in South Bend where they have several computers on-site. They would also like to see more on evaluation concerns in adult education.

Cooperative Agreements and Advisory Board Participation

Cooperative Agreements should be sent to all programs in Groups 1, 2 and 3. It was also suggested that we make the offer of participating on the Advisory Board open to any director. There will be quarterly meetings and the dates for these will be picked ahead for next year. Bob suggested that Agendas, Notices and any material that needs to be read for suggestions be mailed out ahead of the scheduled Advisory Board meeting.

Budget

Sonnie discussed the budget for FY 83. Probably a maximum of $50,000 and maybe not that. Input was asked as to how to use that money. It was suggested that some be used to develop workshop(s) specifically for directors and their concerns.

NEXT MEETING

Date : June 10, 1982
Time : 9:30 AM
Place: Resource Center

IN ATTENDANCE

George Finney
Max Hile
Rex Miller
Robert Razumich
Ken Woodruff

APPENDIX D

STAFF SURVEY ON INDIANA SPECIAL PROJECTS

Program_____

Name_____
(optional)

STAFF SURVEY ON INDIANA SPECIAL PROJECTS

Special Project Title	Have you heard of this project? YES	NO	Are you familiar with it? YES	NO	Do you use it in your program? YES	NO
Adapting a Vocational Interest Test (in Audio-Visual Format) For Hispanic Use (FY 81) Project Director: Gerald O. Dudley						
Apply Now: Lessons in Pre-Vocational ESL (FY81) Project Director: Alan Garfinkel						
Basic and Applied Arithmetic for Adult Students (FY77-78) Project Director: Gerald Kulm Patricia Campbell						
Career Doors (FY81) Project Director: Monica Pugh						
Counseling and Motivating Adult Learners (FY77) Project Director: Nancy Seltz						
Curriculum Continuity and Unity in Basic Education (CUBE) (FY81) Project Director: LaVon Coate						
English as a Second Language: A Handbook for Teachers of ABE (FY81) Project Director: Timmie Steinbruegge						
Evaluation and Dissemination of Instructional Modules for Consumer Arithmetic and Problem Solving (FY78) Project Director: Patricia Campbell						

Survey 2

Special Project Title	Have you heard of this project? YES	NO	Are you familiar with it? YES	NO	Do you use it in your program? YES	NO
An Evaluation of Adult Basic Education in Indiana Phase II: State Level Management Issues (FY81) Project Director: Deborah Bonnett						
Focus on Choice (FY78) Project Directors: Harriet Miller Monica Pugh						
Learning for Everyday Living: APL Curriculum Guide (FY78) Project Director: Ted McKnight						
LIT-TV Teacher Training Films (FY77) Project Directors: Anabel Newman Michael Parer						
Math Diagnosis & Placement Kit (FY80) Project Director: Ellen Mize						
A Model for Providing Vocational Counseling Services to Adult Basic Education Students (FY81) Project Director: Sue Miller-Vellegas						
A Model for Increased Recruitment and Improved Retention of Adults with Minimal Skills (FY80) Project Director: Mike Dean						
Outline of the Field Test of the Model ABE Record Keeping System (FY80) Project Director: Dr. Dr. Ronald Baker						

APPENDIX D

Survey 3

Special Project Title	Have you heard of this project? YES	NO	Are you familiar with it? YES	NO	Do you use it in your program? YES	NO
Pre-Service Training for Teachers of Adult Basic Education Andragogical Model (FY81) Project Director: Esref Delalic						
Pre-Service Training Program for Teacher Assistants (FY80) Project Director: Wanda Fuhry						
Project DECIDE (FY80) Project Director: Ruth E. Huffman						
Project Update (FY82) Project Director: Timmie Steinbruegge						
Promoting Adult Career Education On-Site (PACES) (FY82) Project Director: Monica Pugh						
A Reading Program for Adult Basic Education Level I Students (FY79) Project Director: LaVon Coate						
Survival Guide (FY76) Developed by LAFEP						
Unmet Needs of Low Academic Adults (0-4th Grade Level) Students: A Follow-Up Study (FY81) Project Director: Edwin Russell						
Vocabulary of Work (FY80) Project Director: Alden J. Moe						
VOICE (Vocational Orientation for Individual Counseling Evaluation) (FY81) Project Director: Gerald O. Dudley						